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ELEVENTH
ANNUAL REPORT

OF THE
Superintendent of Public Schools,

OF THE
CITY AND COUNTY OF SAN FRANCISCO,

1861-'62.

PUBLISHED BY ORDER OF THE BOARD OF EDUCATION.

SAN FRANCISCO:
MAGEE BROS., PRINTERS, NO. 530 MERCHANT STREET.
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BOARD OF EDUCATION.

1862-3.

C. C. KNOWLES, PRESIDENT.

1st DISTRICT—L. B. MASTICK.

2nd “ JAMES H. WIDBER.

3d “ J. W. DODGE.

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6th “ JAMES BOWMAN.

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9th “ WALES L. PALMER.

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11th “ M. LYNCH.

12th “ JOSEPH M. WOOD.

GEORGE TAIT,

Superintendent of Common Schools.

D. C. WHITTEMORE, *Secretary.*

COMMITTEES.

1862-3.

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*Examination of Teachers.*

LYNCH, BARTLING, WIDBER, KNOWLES, TAIT.

*Rules and Regulations.*

BADGER, COFRAN, LYNCH.

*Classification.*

WIDBER, LYNCH, STORY.

*Text Books and Music.*

DODGE, MASTICK, BARTLING.

*Evening Schools.*

WOOD, COFRAN, DODGE.

*High School.*

PALMER, DODGE, BOWMAN.

*School Houses and Sites.*

COFRAN, MASTICK, STORY.

*Furniture and Supplies.*

BARTLING, WOOD, BOWMAN.

*Salaries and Judiciary.*

STORY, WIDBER, PALMER.

*Finance and Auditing.*

MASTICK, PALMER, BADGER.

*Normal School and Teachers' Institute.*

BOWMAN, BADGER, WOOD, TAIT.

*Examination of Schools.*

GRAMMAR DEPARTMENT.

LYNCH, DODGE, STORY, WOOD, BARTLING, BOWMAN.

PRIMARY DEPARTMENT.

BADGER, WIDBER, COFRAN, PALMER, MASTICK,  
KNOWLES.

## Number and Location of Schools.

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HIGH SCHOOL ..... Powell street, near Clay.  
 CITY NORMAL SCHOOL... " " " "

### *Grammar Schools.*

No. 1.....Union street, near Montgomery.  
 " 2.....Corner of Mason and Washington sts.  
 " 3.....Corner of Bush and Stockton sts.  
 " 4.....Vassar Place, (Harrison street) betw. Second and Third sts.  
 " 5.....Mission street, betw. Fifteenth and Sixteenth sts.  
 " 6.....Spring Valley, betw. Franklin and Gough sts.

### *Primary Schools.*

No. 1.....Union street, near Montgomery.  
 " 2.....Greenwich street, near Taylor.  
 " 3.....Powell street, near Jackson.  
 " 4.....Bush street, near Hyde.  
 " 5.....Sutter street, near Kearny.  
 " 6.....Fifth street, near Market.  
 " 7.....Vassar Place, (Harrison street) betw. Second and Third sts.  
 " 8.....Corner of Fourth and Clary sts.  
 " 9.....Grove street, near Larkin.  
 " 10.....Montgomery street, betw. Pacific and Broadway sts.  
 " 11.....Chinese School, corner of Sacramento and Stockton sts.  
 " 12.....Colored School, Jackson street and Virginia.  
 State Normal and Model School.....Fourth street, near Jessie.

# ANNUAL REPORT.

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*To the Hon. the Board of Education:*

GENTLEMEN:—The rules and regulations of your Board require the Superintendent to report, quarterly, the financial condition of the Department, and to recommend such measures as he may deem necessary.

The limited scope of these financial reports forbids a proper consideration of such matters as relate to the government, instruction, and general conduct of schools.

As these and other matters affecting the vital interests of the Department have occupied much of the time and attention of the Board, it may not prove unprofitable to set forth in a report what its members have done to extend and improve the educational advantages bestowed by our common schools.

## GENERAL REVIEW.

The school year 1861-62 furnished, at its commencement, a happy augury of the prosperity which should attend our schools during that period. In 1852, the Commissioners of the Funded Debt set apart, in various localities of the city, three one-hundred-vara and six fifty-vara lots as sites for public schools. The Board having possession of only two of these lots, and the occupants of the others refusing to acknowledge the school title, it became necessary to institute a suit of ejectment.

For many years, this suit was dragged along the mazy avenues of the Courts, until, at length, through the persistent

efforts of the late City Attorney, seconded by the unremitting zeal of the late Superintendent, the case was brought before the Supreme Court for final trial.

The decision of the Court having been favorable to the Board, the schools came into possession of real estate worth over \$140,000.

A portion of the lots thus recovered yields an annual income of \$1,350, and for a ten years' lease of one-half of another lot located on Market street, \$36,000 was not long since offered.

The only suit now pending against the Board involves the title of the one-hundred-vara lot on the corner of Fourth and Harrison streets.

The other lots reserved for school purposes, by the Van Ness Ordinance, remain in a somewhat doubtful condition. This estate consists of twenty-eight fifty-varas situated in various eligible localities among the outside lands of the city.

Prior to the passage of this ordinance, most of those who held extensive tracts of such land, entered into a written stipulation to quietly surrender this reservation, upon the confirmation of the ordinance by the Legislature.

The ordinance was confirmed in 1858, and yet some of these parties still refuse to convey to the Board the school lots located on their claims.

It is to be regretted that these lots, which have now become very valuable, were not taken possession of and enclosed with fences, early in 1858, when this property was regarded as of little value.

During the past year, the Board has had, as far as it was practicable, all the unoccupied school lots, both inside and outside the city limits, properly enclosed.

Among the important events of the year may be placed the graduation of the first class in the Normal School.

This school was established in 1858 for the purpose of improving teachers in knowledge and professional skill. The graduating class, composed of eighteen members, completed in December, 1861, a three years' course of study, and, after passing a strict written examination of their attainments, sixteen of them received diplomas.

Shortly after the graduation of this Normal class, the annual election of teachers took place. This is regarded by the teachers, at least, as a memorable occasion, since, at that election, their salaries were reduced, in the aggregate, \$630 83 per month.

In regulating the salaries of teachers, the Board has a difficult task to perform. As servants of the public, it is necessary for them to consult the wishes and circumstances of the tax-payers, and, as guardians of the school interests, to allow the teachers such compensation for their labor as will make them zealous and efficient in the discharge of their duties.

By reducing the salaries, the Board extricated the Department from debt, and placed the School Fund in a sound condition; this fact must be the apology of the Board to those who may condemn its action.

The school finances were still further improved by a transfer of \$12,200 69 from the General Fund of the city treasury to the School Fund. This sum had been unwarrantably appropriated in 1856 by the city, to pay the interest then due on the *fire* and *civil* bonds.

After a lapse of five years, the Board of Supervisors consented to perform an act of tardy justice by restoring this money to the School Fund.

The Department has suffered other losses, for which a like indemnity should be made. For instance, of the amount allowed in 1855 for the support of schools, \$11,200 was applied



by those in authority to a totally different purpose. Again, in 1857, when the city was in need of more suitable hospital accommodation, the Board of Education generously gave the city the present hospital building at North Beach, in exchange for the then dilapidated building on Greenwich street, which has since been converted into a school-house at an expense of \$3,500.

In return for this generosity, the Supervisors agreed to compensate the School Department at some future time, for the loss it sustained in this exchange of property. No indemnity has yet been made.

The friends of popular education will ever regard as memorable in the annals of California, the establishment of a State Normal School, by the Legislature of 1862. All efforts hitherto made to secure favorable legislative action on this measure, had failed, until the Board of Education of this city, aided by the State Superintendent, the teachers, and by several of our prominent citizens, urgently represented the great advantages that would accrue to the schools of the State from this institution. As an earnest of its zeal in this measure, the Board offered to supply the Normal School, provided it were located in this city, with suitable class-rooms, furniture and apparatus. This school is now in successful operation, and is under the immediate supervision of the State Superintendent of Public Instruction, and of the Superintendent of Common Schools in this city.

Since the opening of the Normal School, its advantages have been increased by the addition of a model or experimental department, for which the Board has provided, gratuitously to the State, two class-rooms, and paid the salary of one of the teachers employed therein.

The city is fully remunerated for what she contributes to the maintenance of this school, by the free tuition which it affords to over one hundred children of our citizens.



In view of its important results, it will not be inappropriate to mention, in this connection, the recent appointment of a teacher of writing and drawing for the schools.

The instruction now given in these important branches is thorough and systematic.

The specimens of penmanship furnished not long since by the different schools, for the inspection of the Board, evince the care and skill with which the pupils practise this exercise.

The erection of a school-house has always been regarded by our community as a noteworthy event. It is a source of regret with the Board that circumstances beyond its control prevented the erection, last year, of more than one such building. This is located in Hayes' Valley on one of the fifty-vara lots reserved by the Van Ness Ordinance for school purposes. The building and improvements cost \$3,750.

The Board was not insensible to the fact that certain districts of the city have long felt a pressing need of increased school accommodations.

The crowded condition of the schools in the Eighth and Tenth Districts, and the frequent complaints of citizens, residing near the water front of the city, that their children could not obtain seats in the neighboring schools, too plainly revealed the wants of the people.

To afford the relief demanded, the Board negotiated for the purchase of two lots; one in the Eighth, and another in the Tenth District; on these it was proposed to erect, as soon as practicable, two substantial brick school-houses.

Subsequently, however, it was discovered that the Board, although possessing authority to purchase school lots, had not power to use the school fund in payment.

Unfortunately, the Department does not own in the districts named any unoccupied land which is eligible for school sites.

The Department has two resources from which to obtain the lots desired, viz.: one, to raise the requisite funds by selling or exchanging a certain portion of its real-estate, the other, to obtain legislative authority for the issuance of school bonds.

The Department had issued, up to the beginning of the fiscal year 1861, bonds to the amount of \$160,000; from the sale of these, former Boards of Education realized funds for building purposes.

During the past year, \$5,534 72 was expended in enlarging and renovating various school-houses. This work of improvement was carried so far, that scarcely a school is to be found whose premises were not rendered neater and more attractive, by painting and whitening the walls and fences, grading and sewerage the yards, erecting substantial brick bulk-heads and ornamental enclosures, and by supplying the class-rooms with the most approved school furniture.

The frail character of most of our school-houses will always involve considerable expense for repairs and insurance; and, in fact, the only fitting apology for the construction of some of them is the paucity of the fund obtainable in former years for building purposes. Happily for the city, the day of cheap, temporary structures is rapidly passing away. The architectural beauty and massive proportions of the buildings newly erected on our principal streets, and the stateliness of our houses of worship, indicate the refinement and stability of our society.

In every country, the public buildings are regarded as a sure exponent of the national taste.

It is, therefore, to be desired that our future school buildings shall more creditably reflect the affluence and enterprise of the city.

The Department, for the first time in its history, has passed through a year of unabated financial prosperity.

All demands audited on the school fund have been paid on presentation at the treasury. In consequence of this cash payment, the teachers have been able, notwithstanding the reduction of their salaries, to realize nearly as much as they did formerly, when they were compelled, during half the school year, to sell their scrip at a heavy discount.

At the close of the last fiscal year, there remained to the credit of the school fund a balance of \$13,701 18, after payment of all the current expenses of the year, and the liquidation of the indebtedness of the former year, which amounted to \$23,302.

This balance of \$13,701 18 was added to the revenue of the present fiscal year.

Among the last acts of the Board was a liberal appropriation for the purchase of philosophical apparatus for the High School.

What little apparatus the school now possesses was purchased by the teachers from the avails of their May Festivals.

In concluding this retrospect of the transactions of the late Board, it is gratifying to me to refer to the unprecedented harmony which pervaded all its sessions. Its records will show how punctually the members attended the meetings, and with what unanimity and fidelity they administered the affairs of the Department.

Whether the labors of that Board were productive of essential good to the Department, must be determined at the schools. For if no good results appear there, then, indeed, its efforts were fruitless and the school funds were injudiciously expended. The contrast between the condition of the schools at the beginning and at the close of the last school year, showed what progress had been made during that period. This contrast was

marked by the greatly enlarged attendance of the schools. The increase for the year was 1,409 pupils, for whom the Board had supplied school-accommodations in the Third, Tenth and Eleventh Districts, and for whose instruction twelve additional teachers were required.

Again, the classification of many of the schools was improved. This improvement was greatly promoted by uniting the Grammar classes of the Spring Valley and of the Hyde Street Schools.

In June last, the Committee on Classification reported that with but few exceptions, the schools had been graded according to the plan prescribed by our school system.

This committee spent much time and pains in arranging the details of the classification, the main difficulty of the task arising from the want of uniformity in the text-books used by the different divisions of the same class.

The Committee on Examination of Schools were greatly aided in their work by a special committee of citizens, who accepted an invitation to assist in examining the schools.

The reports of these committees spoke favorably of the manner in which both teachers and pupils had performed their respective duties—as far as could be ascertained by the results of the examination. In fact, the teachers could hardly have failed, last year, to make their instruction more than usually beneficial to their classes—for their school-rooms had never before been so fully supplied with maps, charts, and other educational appliances. Moreover, every indigent pupil who needed books was gratuitously supplied with them by the Board. The demand for such books was uncommonly large, owing probably to the great number of children who, with their parents, had sought refuge here from the desolating flood of 1861-62.

Finding the "Indigent Fund" exhausted, the Grammar

Masters generously donated to its relief ten per cent. of the May Festival proceeds.

The quality of the instruction given last year in the schools was doubtless improved, to a considerable extent, by the information and training imparted in the Normal School to the female teachers—of whom twenty-two had graduated in the beginning of the year, and were thereafter better prepared to instruct their pupils.

During the period under review, few changes took place in the corps of teachers. Among the few resignations received by the Board were those of Misses Dempster, Moore, and Alton, and of Mr. John Swett, the last of whom had for nine years been Principal of the Rincon Grammar School. The value of his services to the cause of education will doubtless be enhanced in his new sphere of duties as State Superintendent of Public Instruction.

The Department has cause for rejoicing on account of the uninterrupted good health prevalent in the schools during the year. Few instances of death occurred, although the small-pox was alarmingly prevalent at one time. The care taken in the schools to have all the children vaccinated will perhaps account for their exemption from this baneful disease.

The Department has further cause for rejoicing on account of the peace and prosperity which still reign in our midst. The unhappy civil war now raging on the other side of this continent has somewhat diverted the attention of the North and West from their public schools. Thousands of teachers have closed their schools and entered the army. Here, however, we have been permitted to ply our usual avocations as in times of peace—whilst our schools have been left undisturbed by sounds of strife.



Though far remote from the theatre of war, both teachers and pupils, animated by the sentiment of patriotism, have, throughout the Department, cheerfully contributed to the aid of the Sanitary Fund.

In conclusion, I would return to the members of the Board my grateful acknowledgments for their courtesy and kindness in assisting me in the performance of my public duties, in the discharge of which, I have had, at all times, the hearty coöperation of most of the teachers.

#### ATTENDANCE.

The number of pupils enrolled in all the schools, during last year, was 8,204. In 1861, the entire enrollment was 6,617, which, deducted from the number first given, shows that the school attendance of last year exceeded that of 1861 by 1,587.

It is gratifying to record a fact which, like this, so plainly indicates an increasing interest in education and a healthy development of our school system.

The following table shows the number of pupils enrolled, the daily average and the per centage of attendance in all the schools, during the last five years:

| Years. | Enrolled. | Daily Average Attendance. | Per Cent. of Attendance. |
|--------|-----------|---------------------------|--------------------------|
| 1858   | 5,273     | 2,521                     |                          |
| 1859   | 6,201     | 2,829                     |                          |
| 1860   | 6,108     | 2,837                     | 82.8                     |
| 1861   | 6,617     | 3,377                     | 90.1                     |
| 1862   | 8,204     | 3,794                     | 90.2                     |

Deducting the number of scholars whose names were registered twice on account of transfer from one school to another, the number enrolled in 1862 would be 7,635; in 1861, 6,309, and in 1860, 5,734. The number of transfers made in 1858 and in 1859 cannot at present be ascertained. The smallness

of the daily average attendance, compared with the number enrolled, would lead some to suppose that the seats in the schools are seldom more than half occupied. But such a supposition would be incorrect, as, by actual count, there are only 4,705 seats in all the schools.

In some school-houses, there are in fact more pupils than there are even seats, since it frequently happens that three primary scholars are squeezed into the space originally designed for two.

Some of the recitation-rooms in our school-houses are so small that a portion of the class have to sit on long benches placed around the room, and, as often as a writing exercise occurs, the pupils are compelled to take turns in occupying the desks.

Considering the scanty school accommodations furnished by the city, it seems strange that so many as 8,204 children and youths should have been admitted to the schools, during one year. In Chicago, the whole number of different pupils enrolled during the year 1861 was 16,441, and the average daily attendance 7,595. That city, like our own, suffers for want of school-houses. It is often asked how many pupils actually belong to the schools, to which some reply by naming the daily attendance, whilst others give the number enrolled. The statistics furnished by the school records fail to give a satisfactory answer to this enquiry, although it is of the utmost importance that full and accurate information be had on the subject. The law requires the Board of Education to report, annually, the amount of money that will be required to maintain the schools during the succeeding year. In accordance with such report, the annual school tax is levied. There should, therefore, be some reliable standard by which to determine what educational

facilities the city will require during each succeeding year; otherwise, there will be either a surplus or a deficiency in the school fund at the close of every fiscal year.

The oldest and best regulated school departments in our country, in making their estimates of the revenue required to support their schools, take as a basis of calculation the average enrollment of pupils. The following table, compiled from the School Reports of various cities, will illustrate this:

| Years. | Cities.         | Average Enrollment. | Aver. Daily Attendance. | Per Cent of Attendance | Expendtrs. | Cost per Pupil. |
|--------|-----------------|---------------------|-------------------------|------------------------|------------|-----------------|
| 1861   | Boston.....     | 26,468              | 24,152                  | 91.1                   | 398,282    | 15 03           |
| 1861   | Chicago.....    | 8,217               | 7,595                   | 92.3                   | 106,486    | 12 96           |
| 1862   | Cincinnati..... | 15,606              | 14,624                  | 93.7                   | 190,057    | 12 17           |
| 1859   | St. Louis.....  | 6,144               | 5,730                   | 92.                    | 105,518    | 27 17           |
| 1861-2 | San Francisco.  | 4,303               | 3,794                   | 88.1                   | 93,425     | 21 71           |

The column of expenditures in this table embraces all the expenses of the different school departments named, excepting only the cost of school-houses. It will be seen that the daily attendance is considerably less than the average enrollment, and that, as the latter represents the actual number of pupils belonging to the schools, the cost of tuition is therefore rightly based on this enrollment.

The column marked Per Cent. shows the comparative merit of the school attendance in the various cities. It must be borne in mind, in making this comparison, that this Department has been in existence only eleven years—and that, during the most of this period, the unsettled state of our society has lessened greatly the efficiency of the school system.

Whilst it is apparent that the school attendance here is not so regular as it is in some of the principal cities of the Union, still we have sufficient cause for self-congratulation in the fact that our schools fall so little below the highest standard of ex-



cellence in this regard. A serious impediment to regularity of attendance, was formerly created by the condition of the streets, especially, in the sparsely settled portions of the city, where there were few or perhaps no sidewalks. And even now, during a severe and protracted rainy season, many of our streets are so deep with mud that parents, solicitous for the health and comfort of their young children, frequently detain them from school. Some of the cities named in the table have, within the past few years, put into operation a state law which makes it the duty of the parent to send his child to school, if it be of proper age and be not otherwise suitably employed. Truant officers there daily take their rounds in quest of vagrant youths, who are compelled, when discovered in suspicious circumstances, to account satisfactorily for their absence from school. The salutary influence of such a law is needed in our community, but, as a preliminary to its successful operation, more ample school accommodations are first required, and, in the next place, the Industrial School should be made more capacious.

It is the duty of every State to provide the means of education for every child within its borders. Where this has been done and the education given has been thorough and practical, there have the succeeding generations displayed higher intelligence, purer morality and greater wealth than were characteristic of their predecessors.

That our community is not insensible to the benefits of education, is proved by the crowded condition of many of the schools. This is the more apparent from the fact that the inducements for parents to avail themselves of their children's services, are perhaps greater here than in any other portion of the globe.

The following is an abstract of the Annual Reports of the Principals of the various schools:

| SCHOOLS.           | Boys. | Girls. | Total number Enrolled. | Whole No. Attendances. | No. of times Absent. | No of times Tardy. | Average Daily Attendance | No. Transferred. | No. received by Transfer. | No. of Male Teachers. | No. of Female Teachers. |
|--------------------|-------|--------|------------------------|------------------------|----------------------|--------------------|--------------------------|------------------|---------------------------|-----------------------|-------------------------|
|                    |       |        |                        |                        |                      |                    |                          |                  |                           |                       |                         |
| High School.....   | 70    | 101    | 171                    | 23,272                 | 1455                 | 405                | 107                      | ---              | ---                       | 3                     | 1                       |
| Union Street       | 564   | 440    | 1004                   | 112,531                | 9498                 | 5791               | 513                      | 108              | 57                        | 1                     | 9                       |
| Mason Street       | 301   | 327    | 628                    | 67,151                 | 7459                 | 2327               | 313                      | 29               | 89                        | 1                     | 6                       |
| Bush Street        | 181   | 272    | 45                     | 57,971                 | 12,000               | 2371               | 265                      | 26               | 20                        | 1                     | 5                       |
| Rincon             | 405   | 460    | 865                    | 92,391                 | 9665                 | 5986               | 419                      | 34               | 45                        | 1                     | 9                       |
| Mission            | 202   | 171    | 373                    | 40,858                 | 6625                 | 693                | 186                      | 27               | 24                        | 1                     | 3                       |
| Spring Valley      | 149   | 131    | 280                    | 31,397                 | 6637                 | 2690               | 142                      | 20               | 28                        | 1                     | 2                       |
| Greenwich Street   | 219   | 143    | 362                    | 36,155                 | 6120                 | 1551               | 131                      | 31               | 17                        | ---                   | 4                       |
| Powell Street      | 439   | 392    | 831                    | 75,916                 | 9052                 | 705                | 372                      | 35               | 17                        | ---                   | 8                       |
| Hyde Street        | 237   | 201    | 438                    | 42,129                 | 6829                 | 866                | 192                      | 50               | 49                        | ---                   | 4                       |
| Sutter Street      | 191   | 235    | 426                    | 43,517                 | 6278                 | 2171               | 199                      | 60               | 39                        | ---                   | 4                       |
| Market and 5th St. | 549   | 480    | 1029                   | 93,190                 | 8915                 | 6622               | 425                      | 37               | 61                        | 1                     | 7                       |
| Hampton Place      | 454   | 342    | 796                    | 59,189                 | 8884                 | 2079               | 269                      | 14               | 32                        | ---                   | 2                       |
| Montgomery Street  | 83    | 80     | 163                    | 11,935                 | 1936                 | 478                | 108                      | 8                | 13                        | ---                   | 2                       |
| Colored            | 50    | 50     | 100                    | ---                    | ---                  | 335                | 39                       | ---              | ---                       | 1                     | ---                     |
| Chinese            | 60    | ---    | 60                     | ---                    | ---                  | ---                | 21                       | ---              | ---                       | 1                     | ---                     |
| Hayes Valley       | 40    | 35     | 75                     | ---                    | ---                  | ---                | 53                       | ---              | ---                       | ---                   | 1                       |
| Even'ng            | 150   | ---    | 150                    | ---                    | ---                  | ---                | 40                       | ---              | ---                       | 2                     | ---                     |
| Totals .....       | 4340  | 3850   | 8204                   | 787,602                | 101,353              | 34,335             | 3794                     | 479              | 491                       | 12                    | 72                      |

The per cent. of attendance in the several departments of the schools was as follows:

High School,  $93\frac{2}{3}$  per cent.

Grammar Schools, 87 per cent.

Primary Schools,  $86\frac{3}{4}$  per cent.

The whole number of tardinesses in all the schools during the year was 34,330. The tardinesses in the Chicago District Schools, during 1861, was 39,000, or 4.95 for each pupil. In our schools, the tardinesses amounted to 4.50 for each pupil.

To check this evil of tardiness, which cannot fail to impair the efficiency of our school system, more stringent measures should be adopted to enforce greater punctuality of attendance on the part of pupils.

It will be seen by the foregoing table that some of the schools are much more irregularly attended than others. This is owing mostly to the deficient accommodations afforded by the school-houses located in the most populous districts of the city, as, the children being deprived of comfortable seats in such schools, their parents do not suffer them to remain there long.

The following table will show the number of seats, the extent of accommodation afforded by the schools—and, also, the cost of tuition:

| SCHOOLS.             | WHERE LOCATED.                       | Number of Rooms. | Number of Seats. | Benches. | Cost of Lot and Building. | Salaries of Teachers. | Average Enrollment. | Tuition per Pupil. |
|----------------------|--------------------------------------|------------------|------------------|----------|---------------------------|-----------------------|---------------------|--------------------|
|                      |                                      |                  |                  |          |                           |                       |                     |                    |
| High School..        | Powell Street near Clay.....         | 5                | 131              | 30       | \$24,075                  | \$6,828 08            | 113                 | \$60 42            |
| Union Street         | Union Street near Montgomery...      | 10               | 580              | 52       | 35,000                    | 9,113 54              | 557                 | 16 36              |
| Mason Street         | Cor. Mason and Washington Sts..      | 7                | 380              | 46       | 25,800                    | 6,627 11              | 342                 | 18 14              |
| Bush Street          | Corner Bush and Stockton Street.     | 6                | 356              | 20       | 20,000                    | 6,112 27              | 319                 | 19 16              |
| Rincon Street        | Vassar Place and Hampton Place.      | 17               | 892              | 22       | 10,000                    | 12,988 40             | 773                 | 16 80              |
| Mission Street       | Mission St., bet. 15th and 16th Sts. | 4                | 226              | 10       | 6,900                     | 4,221 68              | 216                 | 19 54              |
| Spring Valley        | Union St. bet Franklin and Gough.    | 3                | 166              | 12       | 5,000                     | 3,605 17              | 174                 | 20 72              |
| Greenwich Street     | Greenwich Street near Jones.....     | 4                | 190              | 23       | 27,850                    | 2,608 26              | 192                 | 13 58              |
| Powell Street        | Powell Street near Jackson.....      | 8                | 502              | 37       | 8,700                     | 5,025 61              | 392                 | 12 78              |
| Hyde Street          | Bush Street near Hyde.....           | 4                | 274              | 14       | 5,000                     | 3,234 33              | 223                 | 14 50              |
| Sutter Street        | Sutter St. bet Kearny and Dupont.    | 4                | 176              | ....     | Rented..                  | 3,237 86              | 224                 | 14 45              |
| Market and Fifth St. | Fifth Street near Market.....        | 5                | 494              | 78       | 9,545                     | 6,329 69              | 439                 | 14 64              |
| Montgomery Street    | Montgomery Street near Pacific...    | 2                | 128              | ....     | Rented..                  | 680 79                | 113                 | 9 63               |
| Hayes Valley         | Grove St. bet. Larkin and Polk...    | 2                | 120              | ....     | 3,750                     | 233 78                | 60                  | 13 61              |
| Colored              | Jackson Street near Powell.....      | 1                | 60               | 2        | Rented..                  | 1,000 00              | 50                  | 20 00              |
| Chinese              | Corner Sacramento and Stockton..     | 1                | 30               | ....     | Rented..                  | 750 00                | 24                  | 31 25              |
| Totals .....         |                                      | 86               | 4705             | 438      | \$181,470                 | \$72,586 57           | 4217                |                    |

During the last year, the Department employed ninety-one teachers, whose salaries amounted to \$76,578 77, not including the salaries paid to the teachers of the Industrial School. This sum divided by 4,303, the average number of pupils belonging to all the schools, gives \$17 19 as the annual cost per pupil for instruction. Including incidental expenses, the cost was \$21 71 for each pupil belonging, or \$24 62 for each one in the daily average attendance. Table 3 shows the cost of tuition in some of the principal cities of the Union. When we consider the high prices of living and the cost of materials of all kinds prevailing here, and compare the rates of wages paid in this State with those obtainable in other states and countries, we shall not be surprised to find that tuition costs about one-third more per pupil in our schools than it does in the public schools of Boston. If a like comparison be instituted between the cost of instruction in private schools here and in those of other cities, we shall consider the rates of tuition charged here as exorbitant, unless we make a reasonable allowance for the heavier school expenditures incident to the mere difference of locality. The most flourishing academies in our midst charge from \$8 to \$10 a month, according to the studies pursued by each pupil. The economy of a public school system of instruction, provided it be not less sound and practical than an academic education, is made very apparent by the facts given in Table No. 4.

That the instruction given in the public schools is excellent, both in quality and extent, would seem to be probable, at least, as teachers nowhere else in the State receive higher salaries than they do in this city, or have to undergo so thorough an examination of their qualifications for teaching.

As the matter of teachers' salaries is often agitated in this community, the following table will enable those interested in the subject to compare the amount of compensation paid here

with that allowed to teachers by other school departments:

| Chicago.            | Principal. | Boston.             | Principal. | Assistant. |
|---------------------|------------|---------------------|------------|------------|
| High School.....    | \$1,500    | High School.....    | \$2,800    | \$2,400    |
| Grammar School..... | 1,200      | Grammar School..    | 2,000      | 500        |
| Primary School..... | 400        | Primary School..... | 500        | 400        |

There are twenty male and seventy-two female teachers employed in our schools. As the latter receive about three-fourths of the whole amount paid for salaries, any sensible reduction of our current school expenditures must seriously affect the pecuniary interests of these ladies. Compared with the salaries paid elsewhere, the compensation awarded here to the female teachers is proportionately greater than that of the males, and yet, the cost of living here being nearly equal for both sexes, the females do not, therefore, enjoy a proportionate advantage from their salaries. Various have been the plans and expedients adopted by different Boards of Education to reduce the expenditures of the Department to the lowest amount at all compatible with the educational wants of the city. At times, the schools have been kept closed until our citizens or their children became clamorous for their re-opening. At other times, many of the school buildings have been suffered to become almost untenable for want of repairs and improvements, although the schools were, meanwhile, teeming with children.

With a view to a retrenchment of expenses, the Board, at the commencement of last year, cut down the salaries of the teachers to ordinary living rates. On a former occasion, a similar reduction was effected by abolishing the Intermediate grade in the schools, and thus leaving the present Grammar and Primary grades, in the latter of which, teachers received lower salaries than were paid to the teachers of the former Intermediate Department.



The expense of tuition in different schools, as shown in Table No. 4, varies with the size and accommodations of the school-houses. The advantage of economy is decidedly with the larger buildings, where fewer Principals are required and a larger attendance of pupils can be secured than in the smaller houses.

## SCHOOL CENSUS.

TAKEN OCTOBER 31ST, 1862.

| DISTRICTS.            | No. of Children between 4 and 18 years of age..... | Number of Children under 4 years of age..... | Number between 18 and 21 years of age..... | No. attending Public Schools | No. attending Private Schools | No. between 6 and 18 years of age not attending School.. |
|-----------------------|----------------------------------------------------|----------------------------------------------|--------------------------------------------|------------------------------|-------------------------------|----------------------------------------------------------|
| First District.....   | 807                                                | 688                                          | 31                                         | 325                          | 184                           | 129                                                      |
| Second District.....  | 2129                                               | 1287                                         | 123                                        | 713                          | 527                           | 326                                                      |
| Third District.....   | 311                                                | 258                                          | 14                                         | 105                          | 63                            | 61                                                       |
| Fourth District.....  | 778                                                | 468                                          | 88                                         | 281                          | 134                           | 110                                                      |
| Fifth District.....   | 189                                                | 136                                          | 2                                          | 49                           | 63                            | 38                                                       |
| Sixth District.....   | 685                                                | 378                                          | 92                                         | 235                          | 152                           | 64                                                       |
| Seventh District..... | 765                                                | 520                                          | 27                                         | 193                          | 274                           | 146                                                      |
| Eighth District.....  | 1346                                               | 986                                          | 82                                         | 530                          | 339                           | 237                                                      |
| Ninth District.....   | 1523                                               | 1172                                         | 148                                        | 498                          | 460                           | 222                                                      |
| Tenth District.....   | 3267                                               | 2210                                         | 214                                        | 1019                         | 782                           | 419                                                      |
| Eleventh District.... | 1068                                               | 691                                          | 46                                         | 392                          | 100                           | 173                                                      |
| Twelfth District....  | 490                                                | 265                                          | 31                                         | 264                          | 56                            | 64                                                       |
| Totals .....          | 13,358                                             | 9059                                         | 898                                        | 4604                         | 3139                          | 1989                                                     |

|                                  |        |
|----------------------------------|--------|
| Children born in California..... | 13,282 |
| Orphans.....                     | 423    |
| Chinese.....                     | 181    |
| Colored.....                     | 192    |
| Deaf and Dumb.....               | 32     |
| Blind.....                       | 22     |

The above statistics were collected last November, by four

Marshals, appointed by the Board of Education, as required by law.

The semi-annual apportionment of the State School Fund is based on the School Census, from which source the schools of this county derive, annually, about \$14,000.

The law of the State allows children to attend the public schools at the age of four years and to remain therein until eighteen years old, except in this county, where the age for admission is limited to six years. According to the last census returns, there were, in this city, last November, 23,315 children and youths under twenty-one years of age, of whom all under six and over eighteen years are, by law, debarred school privileges. The census does not show the number of children between four and six years. The number under four years of age being 9,059, we might fairly estimate the number sought as equal to one-fourth of the number last given, or 2,264. The number under six years will then be about 11,000.

Unless our population diminishes rapidly during the next few years, it is reasonable to suppose that these 11,000 children will seek an education in the schools of this city. If this supposition be rational, the future wants of this Department may well be imagined, especially when we know that our school-houses will seat only 4,574 pupils, or about one-third of the children already of school age.

It is not to be wondered at, therefore, that nearly 2,000 of this age should not attend school, or that 3,139 pupils should be found in the private schools. Apart from the superior advantages offered by some of the private schools, especially where classical instruction is given, there is one prominent cause of their large attendance. It is that the children between four and six years of age, who are excluded from the public schools, on account of their tender age, have given rise to nu-



merous infant schools, in which they receive that culture which our common school system regards as falling rather within the sphere of parental duty.

The following is an abstract of the School Census of 1861:

## SCHOOL CENSUS.

TAKEN OCTOBER 31ST, 1861.

| DISTRICTS.    | No. of Children between 4 and 18 years of age ..... | No. of Children under 4 years of age..... | No. of Children between 18 and 21 years of age..... | Total No. of Children born in California..... | No. attending Public Schools | No. attending Private Schools | No. not attending School.... | No. in the District..... |
|---------------|-----------------------------------------------------|-------------------------------------------|-----------------------------------------------------|-----------------------------------------------|------------------------------|-------------------------------|------------------------------|--------------------------|
| 1st District. | 771                                                 | 573                                       | 28                                                  | 859                                           | 268                          | 131                           | 84                           | 1372                     |
| 2d District.. | 2149                                                | 1288                                      | 90                                                  | 2181                                          | 659                          | 600                           | 264                          | 3528                     |
| 3d District.. | 276                                                 | 223                                       | 7                                                   | 295                                           | 63                           | 47                            | 69                           | 506                      |
| 4th District. | 800                                                 | 404                                       | 42                                                  | 746                                           | 251                          | 165                           | 152                          | 1246                     |
| 5th District. | 195                                                 | 116                                       | 4                                                   | 193                                           | 39                           | 57                            | 28                           | 315                      |
| 6th District. | 634                                                 | 361                                       | 49                                                  | 628                                           | 250                          | 114                           | 114                          | 1044                     |
| 7th District. | 737                                                 | 436                                       | 97                                                  | 607                                           | 208                          | 187                           | 105                          | 1270                     |
| 8th District. | 1119                                                | 764                                       | 56                                                  | 1083                                          | 431                          | 224                           | 157                          | 1939                     |
| 9th District. | 1419                                                | 1085                                      | 280                                                 | 1427                                          | 404                          | 318                           | 230                          | 2784                     |
| 10th District | 3867                                                | 1847                                      | 370                                                 | 2820                                          | 830                          | 869                           | 594                          | 6084                     |
| 11th District | 889                                                 | 341                                       | 32                                                  | 653                                           | 281                          | 47                            | 159                          | 1262                     |
| 12th District | 460                                                 | 179                                       | 14                                                  | 342                                           | 200                          | 18                            | 50                           | 653                      |
| Total. . . .  | 13,316                                              | 7617                                      | 1069                                                | 11,834                                        | 3884                         | 2777                          | 2006                         | 22,002                   |

|                                    |     |
|------------------------------------|-----|
| Total number of Blind.....         | 15  |
| Total number of Deaf and Dumb..... | 23  |
| Total number of Colored.....       | 259 |
| Total number of Chinese.....       | 196 |
| Total number of Orphans.....       | 285 |

The increase in the entire juvenile population, last year, was 1,312; in the public school attendance 720, and in the attendance of private schools, 362.

## FINANCES.

| Financial Year. | Salaries of Teachers. | School Houses | Sinking Fund and Interest. | General Expenses. | Total.       |
|-----------------|-----------------------|---------------|----------------------------|-------------------|--------------|
| 1857-58         | \$62,300 13           | \$21,000 36   | \$ 9,331 25                | \$17,176 69       | \$109,800 43 |
| 1858-59         | 73,559 12             | 12,800 82     | 9,382 11                   | 15,958 50         | 111,700 55   |
| 1859-60         | 74,476 75             | 39,891 05     | 19,188 95                  | 19,428 25         | 152,985 00   |
| 1860-61         | 72,656 94             | 67,906 60     | 22,059 22                  | 24,341 42         | 186,964 18   |
| 1861-62         | 77,787 77             | 12,811 10     | 27,131 66                  | 16,837 82         | 134,568 35   |

It will be seen by the above table that the school expenditures for the last fiscal year were \$52,395 83 less than those of the preceding year. Justice to the Board of 1860-61, however, makes it necessary to state that this diminution was mainly owing to the small disbursements made from the school fund, last year, for building purposes. Casting out of the calculation the appropriations made for building, and the redemption of school bonds, the expenditure for the latter not being under the control of the Board, the other ordinary expenses for 1861-62 were \$2,372 77 less than those of 1860-61. Those who gauge the efficiency of all public corporations solely by the smallness of their expenditures, are in duty bound to award to this Board some credit for economy—and yet this economy was not secured by shortening the sessions of the schools or by diminishing the corps of teachers. On the contrary, the schools were kept open ten months and seven days during last year and were, meanwhile, attended by 1,587 more pupils than were present the previous year.

At the close of the fiscal year 1861-62, the School Fund showed a balance of \$13,701 18 to its credit. The surplus would have been \$37,003 18, had not \$23,302 been required to extinguish the floating school debt of 1861. The funded debt of the Department was incurred in the erection of school-houses. On this subject, the last annual report of the City and County Auditor gives the following information :

| Year. | Bonds Issued. | When Payable. | Amount of Sinking Fund. | Interest. |
|-------|---------------|---------------|-------------------------|-----------|
| 1854  | \$ 60,000     | 1866          | \$ 5,000                | \$ 3,010  |
| 1860  | 75,000        | 1870          | 5,000                   | 6,500     |
| 1861  | 25,000        | 1870          | 2,250                   | 2,500     |
|       | \$160,000     |               | \$12,250                | \$12,010  |

There is now in the city treasury to the credit of these bonds the sum of \$60,000, so that the actual amount of bonds to be redeemed may be put at \$100,000. The Treasurer is required by law to set aside annually a certain sum for the redemption of these bonds and the payment of interest accruing thereon.

The amount set aside last year for this purpose was \$25,191 25, of which sum but \$5,000 was applied to the redemption of the bonds of 1860. To provide for the cancellation of these bonds at maturity, \$7,500 must be set apart annually.

#### CURRENT EXPENSES FOR 1861-62.

|                              |              |
|------------------------------|--------------|
| Teachers' Salaries.....      | \$ 77,645 58 |
| Janitors' Salaries.....      | 3,615 00     |
| School Marshals.....         | 500 00       |
| Clerk.....                   | 1,500 00     |
| Carpenters.....              | 1,181 00     |
| Repairs.....                 | 5,534 72     |
| Lights.....                  | 3 5 90       |
| Water.....                   | 319 00       |
| Furniture and Supplies.....  | 3,785 02     |
| Printing and Stationery..... | 606 28       |
| Rents.....                   | 1,899 76     |
| Fuel.....                    | 1,134 06     |
| Insurance.....               | 857 34       |
| Labor, &c.....               | 2,307 94     |
| Total.....                   | \$101,191 60 |

The disbursements from the school fund for the past two quarters of the present fiscal year amounted to \$59,299 71. The balance on hand at the beginning of the present quarter was \$88,679 38, all of which was available for the use of the

Department during the remainder of the year. This amount will be increased by the next July apportionment of the State School Fund, and by the receipts from poll taxes. Allowing a reasonable amount for contingencies, it is safe to anticipate a surplus of \$40,000 in the school fund at the close of this fiscal year.

As this surplus will be added to the school revenue of 1863-64, a very material reduction of the next school assessment may be made, unless the Board shall be compelled to retain the usual tax-rate, in order to raise funds for building purposes.

Although there is no precedent for creating a building fund in any other way than by the sale of school bonds, yet the loss that might, at this time, attend such a sale, would seem to justify the Board in deviating, in this instance, from the practice of its predecessors. The reduction of the school tax, as suggested, will always be involved in considerable difficulty, so long as the Board shall be compelled to determine the rate of taxation required for the support of schools, without previously knowing the amount of the assessment roll, on which its calculation must be based.

#### CLASSIFICATION OF SCHOOLS.

In our plan of classification, there are three grades of schools mentioned, viz.: Primary, Grammar and High.

The Evening and Normal Schools form a separate class.

The Primary Schools are divided into five classes, each containing fifty pupils; the Grammar Schools into five classes of forty pupils each, and the High School into four classes, each comprising about thirty pupils.

In all the schools, there are forty-nine Primary, thirty-one Grammar and four High School classes, to each of which a specific course of instruction is assigned. The regular class-pro-

motions are made at the close of every school year. In this plan of classification, it is contemplated that a child who enters the lowest class Primary at six years of age, and continues regular in attendance and faithful in study, will, at the expiration of five years, graduate to the Grammar Department, and that, at the end of a similar probationary period, he will graduate to the High School, which he may leave with the honors of graduation, on completing his twentieth year.

The time allowed for completing the full course of study in the schools of some other cities is as follows :

| Cities.    | Primary. | Grammar. | High.   | Total.    |
|------------|----------|----------|---------|-----------|
| Boston     | 3 years  | 4 years  | 3 years | 10 years. |
| Chicago    | 3 “      | 4 “      | 3 “     | 10 “      |
| Cincinnati | 3 “      | 4 “      | 4 “     | 11 “      |

Apart from the unusual length of time required to complete the course of study, there are other defects in the classification of our schools.

These defects are mainly attributable to the sparse population surrounding some of our schools, which cannot therefore secure the material required by the graded system. In such schools, it is necessary in order to preserve the higher classes of the proper size, that promotions should be made from lower classes not of the next succeeding grade. The teacher, in such a case, finding his pupils widely different in capacity and advancement, and, generally, varying in age, is compelled to divide his classes into a number of small sections, each of which must pursue a different course of study. The only alternative left to the teacher, is to assimilate the studies of the class by adapting his instruction to the attainments of the least advanced pupils. These mixed classes, when in charge of Grammar mas-

ters, should not be required to conform strictly to the course of study laid down for the first class, Grammar grade, nor should they be expected to pass the written examination for promotion to the High School.

The following schedule of classes and their grades may be serviceable to the Committee on Classification:

| SCHOOLS.              | GRAMMAR GRADES. |     |     |      |      | PRIMARY GRADES. |     |     |      |      |
|-----------------------|-----------------|-----|-----|------|------|-----------------|-----|-----|------|------|
|                       | 1st.            | 2d. | 3d. | 4th. | 5th. | 1st.            | 2d. | 3d. | 4th. | 5th. |
| Union Street.....     | 1               | 1   | 1   | 1    | 1    | 1               | 1   | 1   | 1    | 1    |
| Mason Street.....     | 1               | 1   | 1   | 1    | 3    | ..              | ..  | ..  | ..   | ..   |
| Bush Street.....      | 1               | 1   | 1   | 1    | 2    | ..              | ..  | ..  | ..   | ..   |
| Vassar Place.....     | 1               | 1   | 1   | 1    | 1    | 1               | 1   | 1   | 1    | 1    |
| Powell Street.....    | ..              | ..  | ..  | ..   | ..   | 1               | 1   | 2   | 1    | 3    |
| Greenwich Street..    | ..              | ..  | ..  | ..   | 1    | ..              | ..  | ..  | 1    | 2    |
| Sutter Street.....    | ..              | ..  | ..  | 1    | 1    | ..              | ..  | ..  | 1    | 1    |
| Harrison and 4th Sts. | ..              | ..  | ..  | ..   | ..   | ..              | 1 * | 2   | 1    | 2    |
| Montgomery Street.    | ..              | ..  | ..  | ..   | ..   | ..              | ..  | ..  | 1    | 1    |
| Mission .....         | 1 *             | ..  | ..  | ..   | 1 *  | ..              | ..  | ..  | 1    | 1    |
| Spring Valley.....    | 1 *             | ..  | ..  | ..   | 1 *  | ..              | ..  | ..  | ..   | 1    |
| Hyde Street.....      | ..              | ..  | ..  | ..   | ..   | 1               | 1   | ..  | ..   | 2    |
| Market Street.....    | ..              | ..  | ..  | ..   | ..   | 2 *             | 1   | 1   | 2    | 2    |
| Hayes' Valley.....    | ..              | ..  | ..  | ..   | ..   | ..              | ..  | ..  | ..   | 1    |
| Evening Schools...    | not graded.     |     |     |      |      |                 |     |     |      |      |
| Colored .....         | not classified. |     |     |      |      |                 |     |     |      |      |

\* These classes are not fully graded.

The duplicate classes found in several schools have proved of some advantage, as by promoting to a higher class those of the greatest advancement in the duplicate classes, and by forming another class out of those remaining, a more perfect organization was secured than would otherwise have been possible.

Scholars classified in this manner can easily be taught together, without making it necessary for the teacher to divide his time and instruction between several sections of a class. It must be admitted, however, notwithstanding the temporary ad-



vantage of duplicate classes, that in a properly graded school such classes will seldom, if ever, appear. A grave and radical defect has always existed in many of the Primary classes, to remove which some time and much labor will be required. These classes are divided into two and, sometimes, into three sections, each of which has to be taught separately in certain branches. Reading and arithmetic are usually made the basis of this arrangement. As the teacher cannot give her personal attention to but one section at a time, the pupils not engaged in recitation must apply themselves to the text-book—which is at best but dull work for little children. The noise and restlessness so often found in Primary classes, generally arise from children whose natural temperament rebels against sitting on a hard bench, with nothing to occupy their attention but a printed page which they can hardly decypher. Although some inconvenience might arise from the change, yet an incalculable advantage would be gained by forbidding all Primary teachers, after the commencement of the school year, to arrange their classes into distinct sections for the purpose of systematic instruction. By dint of perseverance and a free use of slates, charts, and maps, and, especially, of the blackboard, teachers can soon inaugurate a reform in the old methods of Primary teaching.

In the Grammar Department, the most eminent authority favors the division of the classes into two sections each—both of which, however, must pursue the same studies and use the same books. These sections or divisions of the class study and recite alternately during the daily session of the school. The advantage claimed for this arrangement is, that every pupil is thereby allowed, during school hours, sufficient time for the preparation of his lessons.

This operates beneficially in the case of girls, whose delicate constitution and ordinary aversion to athletic exercises, require that they should not be tasked with out-of-school lessons. Boys might be required to study at home for a specified time, as being more averse to sedentary occupation than girls are, they seldom acquire elementary knowledge so readily as the gentler sex.

In respect to classification, a constant and gradual improvement has been going on in all the schools during the past five years.

Those who, from their continued connection with the Department, can contrast the condition of the schools as presented at the beginning and at the close of this period, cannot fail to appreciate the beneficial effects of the plan of classification now in operation.

#### NORMAL SCHOOL.

The annual examination of this school took place at the close of the last school term. This examination corresponded mainly to the one held in 1861, and was conducted by the teachers of the school, in accordance with the request of the committee.

The Principal made a careful report of the results of the examination, from which it appeared that 39 ladies had answered over 70 per cent. of the written questions drawn from their previous course of study; and that 27 had given over 60 per cent. of correct answers.

The standard for graduation in 1861 was 70 per cent.; on which basis the Normal School Committee granted diplomas to sixteen members of Class A. At this last examination, the Committee adopted the standard of last year, and the entire class A having completed the three years course of study, were



declared graduates, whilst the members of the remaining class B were promoted to the highest grade.

#### GRADUATES OF 1861.

|                    |                    |
|--------------------|--------------------|
| Miss Ellen Casey,  | Miss M. A. Wills,  |
| “ M. A. Casebolt,  | “ C. L. Hunt,      |
| “ Alice Baker,     | “ D. S. Prescott,  |
| “ L. E. Field,     | “ M. L. Tracy,     |
| “ Eliza Hawkhurst, | “ M. D. Lynde,     |
| “ Kate Kennedy,    | “ Hannah Marks,    |
| “ Lizzie Kennedy,  | “ Beatrice Weed,   |
| “ A. B. Kimball,   | Mrs. A. E. DuBois. |

#### GRADUATES OF 1862.

|                     |                      |
|---------------------|----------------------|
| Miss A. S. Barnard, | Miss A. A. Rowe,     |
| “ C. V. Benjamin,   | “ E. R. Shaw,        |
| “ Anna Child,       | “ M. E. Stowell,     |
| “ C. A. Coffin,     | “ P. M. Stowell,     |
| “ L. H. Crocker,    | “ Helen Thompson,    |
| “ H. B. Cushing,    | “ E. M. Tiebout,     |
| “ E. P. Fernald,    | “ M. R. Warren,      |
| “ E. S. Griffin,    | “ M. C. White,       |
| “ H. A. Haneke,     | “ S. J. White,       |
| “ H. H. Heagan,     | “ L. A. Humphreys,   |
| “ Anna Hill,        | “ S. M. Hunt,        |
| “ M. A. Humphreys,  | “ Annie Lawrence,    |
| “ L. A. Humphreys,  | Mrs. E. C. Burt,     |
| “ Lizzie Macy,      | “ E. S. Forrester,   |
| “ W. L. Morgan,     | “ L. A. Morgan,      |
| “ A. S. Moses,      | “ M. S. P. Nichols,  |
| “ H. E. Porter,     | “ H. E. Packer,      |
| “ Geraldine Price,  | “ C. H. Stout,       |
| “ M. E. Scotchler,  | “ S. A. D. Lansingh, |

As many of these ladies as remain in the Department have become members of the Teachers' Institute. There has been considerable controversy, at different times, about the merits of the Normal School. Teachers who have been compelled to attend it, have complained of the hardship of spending every Monday evening during term-time in reviewing the studies of their school days; that, after teaching all day in their school-rooms, they were often too fatigued to attend Normal School in the evening, and that, on Tuesday, they were physically indisposed to labor actively in their own class-rooms. On the other hand, it was argued that some of the teachers were not fully competent to perform the duties required of them, and that the efficiency of all the teachers would be increased by a course of Normal School training. Notwithstanding all that may be said for or against this school, the annual examinations demonstrate the fact that the scholarship of the teachers has been greatly improved by their Normal course of study.

And yet it is unreasonable to require that persons of experience and good scholarship should graduate at this school—more especially, when they have already graduated from other Normal Schools of good repute. The true theory of the Normal School system assumes that the pupil has sufficient knowledge of the text-books used in schools, and that her sole aim is to learn by what processes the successful teacher renders her instruction most effective. This theory can seldom be applied and therefore, our Normal School, as well as others, has to keep up an academic course. Thus it frequently happens that a Normal School is not distinguishable from a High School or Academy.

#### PRIMARY EDUCATION.

The subject of elementary education has, of late years,

deeply engrossed the attention of philosophers and teachers. The meagre results obtained by the prevalent methods of Primary instruction led educators to seek for a more rational plan of education. The advocates of the "Object System" claim that they have at length discovered such a plan. This claim rests on the testimony of men distinguished, both in Europe and in America, for their extensive learning and profound knowledge of human nature. According to this learned authority, the perceptive faculties are first developed, and by means of these, we gain a knowledge of things through the medium of the senses. Next in order follow conception, memory, imagination, judgment, and reason. The organs of sense reach their maturity during our infancy. Admitting the foregoing theory of mental development to be correct, we must regard that system of education as the most rational and therefore, the most efficient, which makes its processes accord with this systematic unfolding of the mental faculties. It is well known that a child, during the few years which he spends at home before entering school, learns, without apparent effort, the names and uses of countless objects—acquires a vocabulary of words with which he expresses his thoughts and feelings, and, at the same time, stores his memory with numerous local facts and incidents. The latent motive-power which prompts the child to such mental activity is curiosity and the impulses of an ardent temperament. On the other hand, it is also well known that children acquire, during the first years of their school attendance, hardly anything but an elementary knowledge of reading, spelling, counting, and the like—an amount of information not a hundredth part so valuable or so difficult of acquisition as that which they had amassed almost by their unaided efforts, before they were hampered by school tasks. This great disparity in the child's progress shows that a radical de-

fect exists in the common primary methods of teaching, or, in other words, that it is unnatural that a child not over seven years old should be required to sit still in one posture for an hour at a time, during a daily school session of four hours. And it is equally absurd to look for mental progress in such a child, when he is daily required to pore over the printed pages of a book, which to him is devoid of interest and generally no less empty of meaning or profit. Hence it is that the lower Primary pupils are so often restless, playful and noisy. Let the teacher, at such a moment, join them in a song or in some calisthenic exercise—provoke their curiosity by exhibiting some strange object and asking “What is it?” What is it for?—relate a story—sketch the outline of a picture on the blackboard, or introduce some exercise in which all can participate—and almost instantly, the children will be found quiet, attentive and pleased. The Object System with its charts, cards, blocks, colors, &c., has for the child the charm of novelty—which can be easily maintained by an ingenious teacher for a long period of time.

It is sometimes urged that few teachers are capable of teaching the system—as it requires a varied and extensive store of knowledge on the part of the teacher. The popularity of this system, however, in Europe, and the success which has marked its recent introduction into our country, prove that teachers of good capacity and of ordinary industry, need not be discouraged in their attempts. The recent works on this subject by Calkin, Welch, Sheldon, will be found of great service.

If this system should ever come into vogue among us, it will be found that the Primary class affords the best field for the display of a teacher's skill and knowledge. To supply daily the means of instruction and entertainment to such a class, and to keep the pupils under proper discipline, without having any text-books on which to depend, requires the exercise of a

lively imagination and a vivacity of manner united with a cheerful and kind disposition. Nor must a mind fertile in expedients and quick to appreciate whatever is good or beautiful be wanting to the Primary teacher. These qualities of mind and heart are the gifts of nature; they can seldom be acquired. Hence we sometimes see them as prominent in the young teacher as in one mature in years and experience. It may, therefore, be agreed with propriety that, in selecting teachers for the various classes, those who are conspicuous for tact, æsthetic taste and knowledge of music should be assigned to the Primary Department, whilst, on the other hand, those whose faculty of government seems to predominate, should be placed in charge of the advanced classes.

A pupil in the higher classes can study his text-books with advantage. These books, too, are so well adapted to the purposes of instruction that a teacher of ordinary tact and talent, although deficient in knowledge, can enable his pupils to acquire a respectable amount of learning, by merely hearing them recite according to the text.

In the Primary class, if it be deprived of books, the teacher can find no subterfuge under which to conceal her ignorance and unfitness for teaching.

#### MORAL AND PHYSICAL CULTURE.

The discipline prevailing in the schools reflects great credit upon the teachers. Corporal punishment is now rarely inflicted in any school, and only then, when all other means have failed to produce the desired effect. The rareness with which parents complain of the partiality or severity of teachers indicates a high degree of public confidence in the character of the Principals, whilst it also proves the salutary effect of the admirable rules of the Board in regard to school discipline. There



are few children whose habits are so depraved or their dispositions so vicious that they cannot be led to respect the teacher's authority. By manifesting a personal interest in the welfare of their pupils, mingling freely with them in the play-ground and occasionally visiting their homes, teachers seldom fail to create a strong bond of friendship between themselves and the school. The habitual exercise of a cheerful temper, joined to a firm and judicious use of authority, is indispensable to success in teaching. The special attention paid in some of the schools to the moral training of the classes is worthy of imitation, and the indifference shown in this regard by some teachers is very reprehensible. The play-ground is the fruitful source of most of the evil influences which now and then appear in large schools. Thither the faithful teacher will often resort that he may acquire an ascendancy over the minds and affections of the young that will enable him to dispose them in favor of truth, honesty and virtue.

The supervision of the play-ground, during the recesses of the school, is, with many teachers, a very irksome duty, as the performance of it requires them to sacrifice what little quiet relaxation from the severe and exhausting labors of the classroom, they might otherwise enjoy in seclusion from their pupils.

The time of teachers belongs to the Department from which they derive the compensation of their services. The rules of the Board and the interests of the pupils both rightly demand of teachers a more thorough and systematic supervision of the schools during recess than at present obtains. But still this supervision which I advocate so heartily, should not be converted into a mere espionage of the children: I would have teachers mingle freely in the sports of their pupils, and whilst so engaged, attend to the physical culture of those under their charge.

Physical exercises, directed according to the recent system of Dr. Lewis, in which our teachers have had some slight training, would prove as beneficial to teachers as to their classes.

It is very desirable that more interest and greater information prevail among teachers in regard to physical education.

#### TEACHERS' INSTITUTE.

This association was established in 1852 by the male teachers, for the purpose of mutual improvement in knowledge and the art of teaching. Since that date, the sessions of the Institute have been very irregular, and, at sundry times, they have altogether ceased, owing to the frequent absence of members and their lack of interest in the proceedings.

During the past year, however, the Institute has shown a large and more punctual attendance, and more system and ability in its exercises. This improvement is mainly attributable to the influence of the new members admitted last year to the Institute, to the privileges of which they were entitled by their graduation at the Normal School. The exercises of the Institute consist of the reading of essays, review and criticism of educational works, select reading and discussion on particular topics. Occasionally object lessons and experiments in natural science have enlisted the attention of the Institute. The meetings have also been enlivened by lectures, delivered by teachers, and, on some occasions, by others interested in the cause of education. Relatively speaking, the present organization and operation of the Institute are both effective and beneficial, yet, so long as the attendance of teachers continues to be voluntary, and its exercises do not afford the female members a suitable opportunity to participate therein, the success of the Institute will be but partial. Lectures, essays, and debates do not furnish congenial employment for such members, and hence, though



they constitute three-fourths of the membership, they usually confine themselves to a respectful hearing of the Institute speakers. The Chicago Institute has adopted the plan of having the general exercises during the early portion of each session, and dividing the Institute into five sections, during the last hour, for drill exercises and discussions, adapted to the wants of the several sections. By this arrangement, five exercises are going forward simultaneously, and the teachers of each section take up only those subjects in which they are particularly interested.

The adoption of this plan by our Institute would prove advantageous, if for no other reason than that our Board has recently adopted the Chicago course of study, as laid down in "Well's Graded School."

The oral instruction embraced in this course includes a wide range of topics, for the proper teaching of which to their classes, teachers will have to make special preparation. The class drills alluded to are designed to supply teachers with the practical information needed for the oral instruction of pupils in what is popularly known as "Common Things," or miscellaneous subjects.

In adopting this new course of instruction, which is so elaborate in its details, yet so progressive and harmonious in its development, we have boldly assumed to teach according to the best mode extant. In their first attempts at such teaching, some teachers, not having the tact, ability and knowledge which the oral course presupposes the teacher to possess, will undoubtedly encounter some difficulty. But let such teachers meet in the Institute with their co-laborers and discuss familiarly such matters as relate to their school duties, and, above all, have the aid and instruction of some competent instructor, and their perplexity will readily disappear, and they will no

longer regard attendance at the Institute as an encroachment upon their time. Within the past few years, Teachers' Institutes, Normal Schools and periodicals have revolutionized the school system of America. New York, Massachusetts, Connecticut, Rhode Island, and Michigan, followed closely by other ardent contestants, are vying with each other in a profuse expenditure of school moneys, and in the elaboration of their educational systems. Our "Golden State" must not lag in the intellectual race. And that she may not, let our Teachers' Institute, for its part, signalize the coming year by redoubled efforts to elevate the character of our public schools.

#### HIGH SCHOOL.

This school merits the high reputation it enjoys in our community. The number of candidates annually presented for admission from both public and private schools, has become so great, that no little difficulty is experienced in fixing a standard of examination by which the relative merits of the aspirants may be fully tested and equitably rewarded.

The number of pupils enrolled last year was one hundred and seventy-one, and the daily average attendance one hundred and thirteen. At the commencement of the May term, fifty-four were admitted from the Grammar Schools, where they had previously sustained a written examination in the studies pursued during the year. Those who had given seventy-five per cent. of correct answers were admitted without further trial.

The anxiety manifested, at the annual written examination, by members of the first Grammar classes, to secure promotion to the High School, plainly reveals the salutary influence which this school exerts over the schools of lower grade.

As all the pupils of like grade are examined at the same time and manner, the extent and thoroughness of the instruction they have received during the year are fully tested.

A rivalry, therefore, arises among the Grammar Masters to have the greatest number of pupils promoted, and, at the same time, to have them exhibit the highest degree of scholarship.

The number of promotions thus made, in the opinion of many, should determine the capability and efficiency of the Masters.

That such a criterion obtains with numerous parents and pupils is rendered evident by the frequent applications made for transfers from some schools to others, which may at the time have received greater eclat in the High School examinations.

It is well known to the Board, however, that local and other accidental circumstances affect, to a considerable extent, the graduating examination in certain schools. For, in some localities where the population is very sparse, the schools cannot secure so full nor so regular an attendance, and, consequently, not so perfect a classification as is obtainable in more favored sections of the city.

The outward circumstances of the Grammar Schools, such as the character of the buildings and the adjacent population, are so various, that the true test of the efficiency of any Grammar Master must be found mainly in the condition of the entire school, and not alone in that of the class, under his charge.

In the best regulated schools at the East, it is made the special duty of the Principal to devote most of his time to the general interests of the school. He is not more responsible for the instruction and management of one class than of another.

The advantages of such an arrangement are shown in the completeness and accuracy of the school records, and in the thoroughness and uniformity of the classification and instruction. Compared with other High Schools of good repute, ours shows this striking difference: the course of study in ours is arranged for four instead of three years, and there is no pro-

vision made for classical instruction. The length of our school course precludes many from graduating. To remove this impediment, I would recommend that diplomas be issued to those who shall have completed a three years' course, and that the studies prescribed for the fourth year be made optional.

The age at which most pupils complete their preparatory studies for admission into the High School, is too advanced to enable them to commence the study of Latin with any decided advantage.

If a Latin class were established and boys should be admitted at the age of ten years, the nucleus of a Latin School could thus be formed; or, if it were desired, the class or school might, in a short time, be easily attached to the High School.

Towards the close of last term, the first class of the High School was examined, with a view to graduation, by a select committee of gentlemen.

The reports of the committee were generally commendatory of the class. The standing of the pupils in the class, as ascertained from the school records, together with the reports of the examining committee, furnished the data on which the graduations were based.

The commencement exercises took place on the 10th of January, in Music Hall, before a large audience. The hall was beautifully decorated for the occasion, the school being assembled on the stage, with the graduates in front. The exercises were opened with prayer by the Rev. Dr. Anderson, at the conclusion of which, Dr. Knowles, President of the Board of Education, announced the programme of exercises—which consisted of singing, declamation, presentation of diplomas, and an address by Rev. E. S. Lacy.

## GRADUATES OF 1862.

*Misses.*

|                       |                      |
|-----------------------|----------------------|
| Josephine V. Barkley, | Kate S. Herrick,     |
| Frances M. Bird,      | Lizzie F. Hitchings, |
| Nettie M. Chadbourne, | Anna M. Hucks,       |
| Anna B. Chalmers,     | Georgiana J. Lamb,   |
| Hannah T. Dam,        | Alice M. Marshall,   |
| Kate Dennis,          | Jessie Smith,        |
| Lizzie B. Easton,     | Emma E. Williams.    |
| Jennie E. Gunn,       |                      |

*Masters.*

|                        |                   |
|------------------------|-------------------|
| Thomas A. C. Dorland,  | John W. Parker,   |
| Francis J. J. Leonard, | George P. Rogers, |
| George F. Lyle,        | James E. Wolfe.   |
| Edward H. Morgan,      |                   |

## INDUSTRIAL SCHOOL.

This school, although not under the supervision of the Board of Education, has some connection with the School Department, inasmuch as the salaries of the teachers are payable out of the School Fund.

It is proper that this fund should be thus applied, as the members of the school have by reason of their age and their residence within the county a claim on this fund for educational facilities.

Again it is manifestly to the advantage of the public schools that their pupils should be freed from the demoralizing influence of the young culprits whom the Police Court consigns to the Industrial School.

The Act under which this school was established gave the Board of Managers power to examine and appoint teachers and to fix their compensation. This Act was amended in 1862, so

as to confer on the Board of Education the power to examine the teachers and to fix their salaries.

The Board of Managers for this school consists of twelve persons—of whom three are chosen from the Board of Supervisors. By this arrangement, the Supervisors are constantly made fully acquainted with the condition and wants of the school.

The Board of Education, although making a monthly appropriation for the maintenance of the school, found it necessary not long since to depute a committee to visit the institution and obtain such facts as might furnish their members with some information respecting the method of instruction, plan of classification, &c., used there.

As its name imports, this institution is, despite its prison-like construction, a school and not a jail nor a work-house.

The juvenile age of its inmates indicates that the school-room is the most potent agency that can be employed there to obliterate from their minds and breasts the not yet ineffaceable traces of depravity.

To this end, the interior of the building and especially the school-rooms should be made attractive and be well supplied with all the most approved appliances of education—nor should experienced teachers be ever lacking.

If the views above set forth be correct, it will not be unreasonable to say that the Board of Education should be represented in the Board of Managers of the Industrial School, and that the advantages which might thus accrue from the experience of these new members in all school matters, would go far to counterbalance any which might arise from the introduction of this new element.



## EVENING SCHOOLS.

The Evening School was established in 1856.

The number of pupils admitted during that year was over three hundred, for the instruction of whom the Board employed five teachers, and, finding that more teachers were yet required and not being able to procure them, the Board met the exigency by accepting the voluntary services of some of their own body as teachers.

Various causes soon operated to diminish the attendance of the school. Prominent among these was the bad classification, and the objections of the adult pupils to the school discipline which was necessary to curb the turbulent conduct of many of the youths.

So much indifference for the advantages of the school has at times been manifested by those for whose benefit the school was designed, that the Board has several times been on the point of discontinuing it.

In 1858 the school had diminished to two classes and remained of this size until last year. The classes then increased to four, and employed four teachers. At no former time did the school show such proofs of healthy progress—the teachers were zealous and admirably qualified for the peculiar duties of their position, and the pupils were for the greater part regular in attendance, correct in deportment and zealous in their studies.

The necessity for evening schools will always exist, for there will always be in the community hundreds of youths who, having to labor daily for their livelihood, are thus debarred from attending the day schools. The pittance required to enable these deserving though unfortunate boys to learn to read, write and spell, will hardly be begrudged. Yet prudence and the past fluctuating attendance of the school should lead the Board to open the school each year with one class and the appoint-



ment of a Principal, and not to employ other teachers until the actual attendance required their services.

By pursuing this plan that was adopted last year, the Department will be kept from any further injudicious expenditure on account of this school.

#### SCHOOL FOR COLORED CHILDREN.

This school, although quite numerously attended, is taught by one teacher. As might be expected of an ungraded school, the scholarship of the pupils has not more than ordinary merit. The last census placed the number of colored children in this city, who were of school age, at one hundred and ninety-two.

The room occupied by this school for the past few years is disgraceful to any civilized community. A decent respect for the wants and feelings of a common humanity, demands that the colored pupils of this city be supplied with better and more ample school accommodations for the children. I would suggest that a small building be erected in some central location, so that the children may have easy access to it, as, having but one school, they must come from all parts of the city.

#### CHINESE SCHOOL.

This school is *sui generis*. A similar institution is not to be found, so far as I know, anywhere else in America. Duty, prompted by curiosity, has occasionally led me to visit this school, with a view to ascertain the mental capacity of him whom we nickname "John Chinaman." On entering the room, which is in the basement of the Chinese Chapel, the visitor is at once attracted by the stillness prevailing, each scholar being seemingly absorbed in studying his book, which is usually Sargent's Primer. Being already expert in figures and other scientific lore, "John" fails to appreciate the value of any other English studies than those of spelling and reading. Not having

any convenient method of oral communication with the scholars, I essayed, on one occasion, to act the part of teacher. Selecting articles which had the qualities of smooth, round, black, flexible, &c., I readily succeeded, by presenting the objects and naming their qualities, in teaching the class to repeat and, after a short interval of time, to recall the names previously assigned to the various objects. Following this object lesson with a short exercise in phonetics, I soon became conscious of the patience and aptness with which the Chinaman acquires knowledge. The school has had during the year two sessions, one in the forenoon for children, and another in the evening for both children and adults. Considerable interest is said to be manifested in the welfare of the school by the most respectable portion of the Chinese.

#### RECOMMENDATIONS.

In conclusion, I would respectfully present for the consideration of the Board, the following recommendations affecting the present condition and organization of the Department :

1st. That the classification of the schools be altered so as to form six Primary, four Grammar, and three High School grades.

2d. That, as soon as it shall be practicable, the Primary classes be so arranged as to have but one division in each class, and that each Grammar class have two divisions.

3d. That the promotions in the Primary grades be made semi-annually, and, in the other grades, annually ; and that in case any pupil be not promoted at the time prescribed, the teacher be required to give satisfactory reasons therefor.

4th. That, in making promotions to the High School, some definite advantage be given to such pupils as may have been distinguished in the Grammar Schools for attendance, deportment, and scholarship.

5th. That all graduates of Normal Schools in good repute be

exempted from attendance at the Normal School connected with this Department, provided they shall have obtained, at a regular examination of teachers, a first class certificate of qualification and shall have had two years' experience in teaching.

6th. That Principals be required to report to the Board, on the first day of every month during term time, the number of pupils belonging to the schools; the daily average attendance; the number of vacant seats; the names of pupils received and dismissed by transfer, and the absence and tardiness of teachers. Suitable blanks to be furnished for such reports, and the same to be recorded in a suitable book, to be kept in the office of the Superintendent.

7th. That no person under eighteen years of age be appointed as teacher, and that persons elected by the Board, who have not had one year's experience in teaching, be styled pupil teachers, and that they receive a salary lower than that attached to the position they may fill.

Respectfully submitted,

GEORGE TAIT, *Supt. Public Schools.*

SAN FRANCISCO, March 10, 1863.

# ABSTRACT OF TEACHERS' ANNUAL REPORTS—1861.

| SCHOOLS.           | Boys. | Girls. | Total number Enrolled. | Whole No. Attendances. | No. of times Absent. | No of times Tardy. | Average Daily Attendance | No. Transferred. | No. received by Transfer. | No. of Male Teachers. | No. of Female Teachers. |
|--------------------|-------|--------|------------------------|------------------------|----------------------|--------------------|--------------------------|------------------|---------------------------|-----------------------|-------------------------|
|                    |       |        |                        |                        |                      |                    |                          |                  |                           |                       |                         |
| High School.....   | 60    | 99     | 159                    | 21,753                 | 1515                 | 275                | 105                      | .....            | .....                     | .....                 | .....                   |
| Union Street       | 553   | 427    | 980                    | 105,415                | 10,418               | 4946               | 509                      | 41               | 44                        | 1                     | 9                       |
| Mason Street       | 209   | 262    | 471                    | 27,537                 | 2482                 | 930                | 379                      | 13               | 36                        | 1                     | 5                       |
| Bush Street        | 170   | 284    | 454                    | 56,578                 | 7426                 | 2313               | 396                      | 21               | 5                         | 1                     | 5                       |
| Rincon             | 593   | 598    | 1191                   | 111,966                | 7672                 | 6102               | 538                      | 37               | 64                        | 1                     | .....                   |
| Mission            | 167   | 129    | 296                    | 30,492                 | 4715                 | 591                | 150                      | 15               | 25                        | 1                     | 3                       |
| Spring Valley      | 133   | 124    | 257                    | 26,112                 | 5002                 | 3092               | 126                      | 21               | 8                         | .....                 | .....                   |
| Greenwich Street   | 209   | 143    | 352                    | 32,542                 | 4928                 | 2472               | 156                      | 30               | 9                         | .....                 | .....                   |
| Powell Street      | 262   | 294    | 556                    | 43,612                 | 4692                 | 391                | 296                      | 59               | 21                        | .....                 | .....                   |
| Hyde Street        | 219   | 180    | 399                    | 39,918                 | 5239                 | 804                | 190                      | 18               | 13                        | .....                 | .....                   |
| Sutter Street      | 293   | 262    | 555                    | 42,138                 | 4964                 | 2476               | 203                      | 136              | 50                        | .....                 | .....                   |
| Market and 5th St. | 422   | 328    | 750                    | 71,538                 | 4586                 | 2906               | 370                      | 37               | 39                        | .....                 | .....                   |
| Totals .....       | 3390  | 3130   | 6520                   | 609,601                | 63,639               | 27,298             | 3318                     | 428              | 314                       | .....                 | .....                   |

## SALARIES OF TEACHERS—1861-62.

|                                                      |            |
|------------------------------------------------------|------------|
| Principal of the High School.....                    | \$2,331 53 |
| Teacher of Natural Sciences.....                     | 2,279 89   |
| Teacher of Modern Languages.....                     | 1,022 70   |
| Female Assistant of the High School.....             | 1,143 91   |
| 6 Grammar Masters (each).....                        | 1,958 10   |
| 2 Vice Principals (Grammar Department), each.....    | 941 22     |
| 1 Vice Principal (Grammar Department).....           | 979 06     |
| 6 Special Assistants (Grammar Department), each..... | 876 77     |
| 12 Assistants (Grammar Department), each.....        | 732 06     |
| 4 Principals (Primary Department), each.....         | 1,022 70   |
| 2 Principals (Primary Department), each.....         | 979 06     |
| 1 Vice Principal (Primary Department).....           | 920 38     |
| 2 Special Assistants Primary Department), each.....  | 876 77     |
| 41 Assistants (Primary Department), each.....        | 738 37     |
| 2 Principal Evening School (each).....               | 566 18     |
| 2 Assistant Evening School (each).....               | 471 25     |
| 1 Teacher of Colored School.....                     | 1,022 70   |
| 1 Teacher of Chinese School.....                     | 777 16     |
| 1 Principal of Normal School.....                    | 391 60     |
| 1 Principal of Normal School.....                    | 239 47     |

## NATIVITIES OF CHILDREN ATTENDING PUBLIC SCHOOLS.

*United States.*

|                     |      |                           |      |
|---------------------|------|---------------------------|------|
| Maine.....          | 131  | Louisiana.....            | 188  |
| New Hampshire.....  | 41   | Texas.....                | 26   |
| Vermont.....        | 20   | Arkansas.....             | 14   |
| Massachusetts.....  | 701  | Kentucky.....             | 38   |
| Rhode Island.....   | 55   | Tennessee.....            | 12   |
| Connecticut.....    | 30   | Missouri.....             | 111  |
| New York.....       | 1356 | Ohio.....                 | 84   |
| New Jersey.....     | 65   | Michigan.....             | 43   |
| Pennsylvania.....   | 255  | Illinois.....             | 75   |
| Delaware.....       | 7    | Indiana.....              | 20   |
| Maryland.....       | 67   | Iowa.....                 | 19   |
| Virginia.....       | 25   | Wisconsin.....            | 36   |
| North Carolina..... | 2    | California.....           | 1775 |
| South Carolina..... | 16   | Oregon.....               | 20   |
| Georgia.....        | 39   | Minnesota.....            | 1    |
| Alabama.....        | 12   | Utah.....                 | 5    |
| Mississippi.....    | 25   | District of Columbia..... | 12   |
| Florida.....        | 4    | Nebraska.....             | 1    |

*Foreign.*

|                      |     |                        |    |
|----------------------|-----|------------------------|----|
| England.....         | 140 | Nova Scotia.....       | 8  |
| Ireland.....         | 48  | Central America.....   | 2  |
| Scotland.....        | 25  | Switzerland.....       | 7  |
| Canada.....          | 37  | Sweden.....            | 3  |
| Austria.....         | 35  | Spain.....             | 2  |
| Germany.....         | 156 | China.....             | 2  |
| France.....          | 55  | Sandwich Islands.....  | 10 |
| South America.....   | 48  | Jamaica.....           | 1  |
| Norway.....          | 1   | Mexico.....            | 40 |
| Prussia.....         | 10  | New Zealand.....       | 12 |
| Hungary.....         | 1   | Italy.....             | 2  |
| Cuba.....            | 2   | Russia.....            | 2  |
| Australia.....       | 91  | Cape Horn.....         | 3  |
| La Plata.....        | 1   | Van Dieman's Land..... | 3  |
| Ladrone Islands..... | 1   | Belgium.....           | 1  |
| New Brunswick.....   | 17  | Newfoundland.....      | 1  |
| British America..... | 3   | At Sea.....            | 12 |
| Poland.....          | 5   | Unknown.....           | 7  |



# Department of Public Schools,

CITY AND COUNTY OF SAN FRANCISCO.

## TWELFTH ANNUAL REPORT

OF THE

Superintendent of Public Schools.

SAN FRANCISCO:

WM. P. HARRISON & CO., BOOK AND JOB PRINTERS,

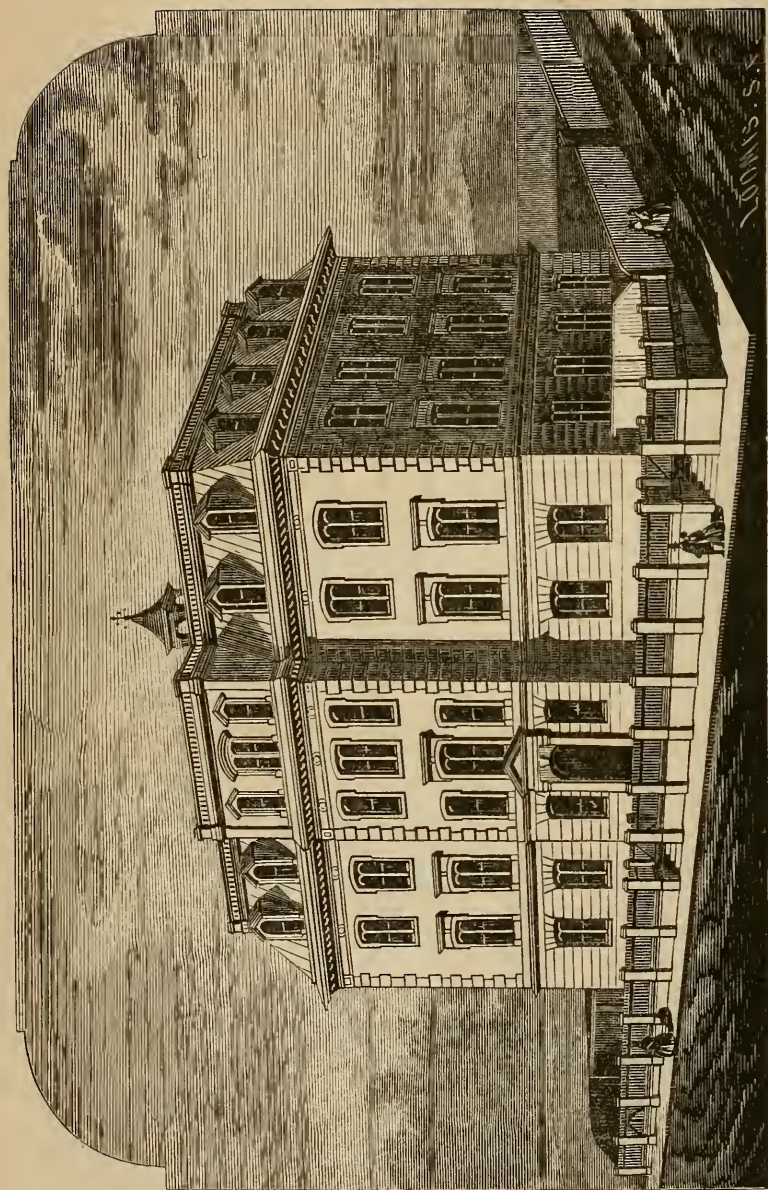
Nos. 413 to 417 Clay Street, below Sansome,

1867.4









Wm Crain, Architect.

# PUBLIC GRAMMAR SCHOOL HOUSE,

N. W. Corner Bush and Taylor Streets, San Francisco.

# Department of Public Schools,

CITY AND COUNTY OF SAN FRANCISCO.

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## TWELFTH ANNUAL REPORT

OF THE

Superintendent of Public Schools.

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SAN FRANCISCO:

WM. P. HARRISON & CO., BOOK AND JOB PRINTERS,

Nos. 413 to 417 Clay Street, below Sansome,

1864.

# BOARD OF EDUCATION,

1864,-'65.

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GEORGE TAIT,

*Superintendent Public Schools.*

DANIEL LUNT, *Secretary.*

OFFICE, No. 22 CITY HALL.

# REPORT

OF THE

## Superintendent of Public Schools.

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*To the Honorable, the Board of Education  
of the City and County of San Francisco :*

GENTLEMEN:—In accordance with the revised School Act of 1863, and in behalf of the late Board of Education, I beg leave to present the Twelfth Annual Report of the Public Schools of this City.

The past year will be notable in the annals of our public schools, for the munificent appropriations made for the erection of school-houses, for the enlargement of the school accommodations, the supply of school furniture, apparatus and other educational appliances, and as a consequence of this liberal expenditure, for the rapid increase of the school attendance.

Never before were the inestimable benefits of education enjoyed by so many of the children of this city. At no former period was the instruction offered by our schools, so thorough and systematic, and so nearly assimilated in its style and quality, to the modes of teaching recommended by the best educational authority of our country.

Recognizing the superior excellence of the school systems of Boston and Chicago, and wisely availing themselves of the wisdom and experience of the distinguished educators in those cities, the late Board have labored earnestly to make the schools of this city exhibit the chief merits of their illustrious models.



Among the most conspicuous of their labors in this direction, may be included the plans of the school-houses newly erected, and the successful introduction of a new course of study into the schools.

As an evidence of the former, we have the substantial and commodious school-house on Bush street, which was originally modeled after the best reputed school buildings of Boston. Had all the features of the original copy been retained in our building, there would have been some diminution in its seating capacity and ornamentation, but greater convenience and comfort to the school, than now exist, would have resulted. School architecture has attained to the dignity of a special science, to which eminent men have devoted so much time and attention, that there is now left no palliation for experimental blunders in devising plans for school-houses.

The new school building in process of erection on Fifth street, designed to accommodate 300 pupils, will preserve, we are confident, all the merit of Boston school architecture, and will exhibit not a few superior advantages. To Boston, however, our indebtedness is not confined. To Chicago, we owe mainly the course of study that has been used here during the past two years. The few alterations made in that course, were suggested by our local experience, supplemented by New York and Boston school practice. The regulations of our schools, plans of classification, examination, and promotion of pupils, do not differ essentially from those adopted by the best regulated school departments of the Eastern States.

Our school system was inaugurated under the most favorable auspices. Its founders were men of liberal culture, zealous in the cause of education and familiar with the public school systems of New England.

Started under these fortunate circumstances, and aided constantly by the matured and costly experience of other school departments, it is not strange that the career of our schools, during the twelve years of their existence, should have been distinguished for its sure and rapid progress.



That their future advancement will continue unabated, we have reason to believe, from the higher standard of scholarship evinced at each later examination of the schools; the regularity with which the pupils are promoted from class to class; the increasing attendance upon the schools, which are yearly supplied with greater conveniences, more improved furniture, apparatus, charts, etc., and, finally, from the increasing proportion of well qualified teachers engaged in the schools.

And whilst within the schools the evidences of healthy progress and successful improvement are abundant, in the outward circumstances of the schools, sure signs of prosperity are not wanting.

All claims against the School Fund have been paid at maturity; and notwithstanding the unprecedented expenses incurred last year for building, furniture and supplies, the City Treasurer reported, at the close of the year, a cash balance in the School Fund of \$24,935, or a true balance of \$12,040 69, assuming payment of all outstanding demands.

The financial prospects for the present school year, are most cheering to all who "fail not to recognize in our free public schools, that solid foundation upon which alone a public State can be erected, secure against any and every storm that may assail-it from without."

#### SCHOOL FINANCES.

The entire school revenue of the last fiscal year, was \$214,463 03, as reported by the City Treasurer. To this amount should be added \$22,505 84, the balance of the previous year's fund, which will make a total of \$236,968 87.

The school tax for 1863-64, was fixed at twenty cents on the \$100. Had thirty-five cents been levied, as was allowed by law, the school fund would have been increased \$82,500 00, or, deducting the \$60,000 transferred from the General Fund into the School Fund, in consideration of the reduction of the school tax, this Department would have realized \$22,000 additional.

In this transaction, the Board were influenced partly by a peculiar force of circumstances, but mostly by a regard for the wishes and demands of their fellow citizens, who were becoming unusually restive under, what seemed a few years ago, an insupportable burden of federal, state and city taxation. Our generous public, in cheerfully consenting this year to the full rate of school tax, and in soliciting the Legislature for an unconditional appropriation of \$60,000 from the Municipal funds to the school treasury, manifested a proper appreciation of the public spirit of the Board.

As occasion sometimes requires that the revenue of the School Department should be estimated, in order that its expenditures may be properly adjusted and judiciously made, it may not be useless to submit some facts in relation to the subject.

The Legislature of 1863, authorized the Board of Education "To determine the amount of taxation, not exceeding 35 cents on each \$100's valuation upon the assessment roll, to be raised by tax upon the real and personal property within the city and county, not exempt from taxation, for the establishment and support of Free Public Schools therein."

To levy and collect the amount of tax so determined by the Board of Education, is made the duty of the Board of Supervisors. Prior to 1863, the question was raised whether or not the Board of Supervisors were required to levy and collect whatever school tax the Board of Education might fix within the limit of the 35 cents. The conflict between the two Boards, on this subject, cannot occur again, whilst the revised school law continues in force.

The school revenue from poll taxes is variable: in 1862, it reached the sum of \$6,222 75; last year it declined to \$3,726.

When a poll tax becomes delinquent, one dollar is added, of which when paid, 75 cents passes into the School Fund. Therefore, it results, that the fewer the delinquent poll taxes, the smaller the school profit.

During the past three years, the Board have collected rents from the tenements on 50-vara 301, and ground rent from the frame building on 50-vara 1023. This source of revenue might readily be sustained and materially increased by leasing the Market street frontage of 100-vara lot 128, for a ten years' lease of which \$36,000 was not long since offered.

The revenue attainable from the sale of unoccupied school lots is small. The only school sites unnecessarily large, are the two 100-vara lots 128 and 174; whilst there are a few other smaller lots, some occupied, and others not, that are unfit for school sites. From the sale of a portion of this property, the Department might realize, in case of urgent necessity, a large amount of funds. The sale of lot 345 was considered judicious, inasmuch as the location was too inaccessible for children, and apart from the cost of partially grading the street in front, \$6,054, other unavoidable expenses of grading would have nearly doubled the market value of the lot.

The State School Fund, which is apportioned semi-annually, is considered as a fixed source of revenue to the schools, although the Legislature of 1862, having failed to discharge its obligations to this fund, the schools did not, that year, receive any of the State funds, to which, by the laws of Congress they were entitled.

This fund was created by the sale of the 500,000 acres of land granted to this State by Act of Congress in 1852. An additional grant of the 13th and 36th sections in each township, was made by Congress in 1853.

The proceeds of these sales have all been diverted from their legitimate purpose. The fund has a recognized, not an actual existence: its recognition is manifested, when the Legislature pays the interest due on the amount of the school-land sales. This payment can never be less than that of last year, \$27,912; and as the sales of the school-lands increase, it must increase in like ratio.

The last Legislature, in answer to numerous petitions from all parts of the State, created a State School Fund, by levying a

half mill tax on all real and personal property within the State. This new levy will yield in this County about \$30,000, of which, about 17,000 will be appropriated to our schools, whilst the remainder will be bestowed on school districts less favored than our own.

According to the best means of information at command, the school revenue for the present fiscal year will be made up as follows :

|                                                    |           |
|----------------------------------------------------|-----------|
| Taxes on real and personal property .....          | \$213,000 |
| Poll taxes .....                                   | 3,500     |
| State apportionment—School Land Fund .....         | 30,000    |
| State $\frac{1}{2}$ mill School tax .....          | 17,000    |
| Rent of School property .....                      | 1,500     |
| Balance of School funds, special, June 30th, 1864. | 60,000    |
|                                                    | <hr/>     |
|                                                    | \$325,000 |

The value of the real estate on which taxes are collectable, is estimated by the City Auditor and the Tax Collector, at \$60,000,000. The taxes on personal property have already been paid, to such an extent, as to make the revenue from this source unquestionable.

The school expenditures of the past fiscal year amounted to \$228,411 94, making an excess of \$49,582 47, over those of the previous year. This excess includes \$12,285 04 paid for street work in front of school property, an expense not formerly charged to the school fund; and the further sum of \$19,395 49, by which the expenditures made last year for the purchase of school sites and the erection and repairs of school buildings, exceeded those of like kind made the previous year. The remainder of the excess above given, \$17,901 94, is found in the following items : teacher's salaries, \$4,435 09 ; insurance, \$307 69 ; Industrial School appropriation, \$1,800 ; furniture, janitors' and carpenters' wages, etc., \$11,359 16. The ordinary current expenditures of last year, which alone should be taken into account, in comparing the financial operations of successive school administrations, show an increase of \$16,542 58 over those of the year preceding.



The increase in the amount paid teachers is very small, considering the fact, that fourteen additional teachers were employed last year. That the amount was not larger, is attributable solely to the employment of so many pupil teachers, whose salary was only fifty per cent. of that paid to other teachers filling the same position. The saving thus secured could not have been less than \$5,000.

The janitorial account must necessarily enlarge as the school accommodations become more extended. The wages of these and of other laborers in the Department have not been raised; but the number of employés has been increased. Insurance on all the school buildings has been effected with the various "Home Companies;" their policies foot up \$82,950

The furniture with which the schools have been supplied of late years, is of the most durable kind. The pupils' desks are single and made of hard wood; the standards, of cast iron. The cost of a desk and chair complete, as named in the last furniture contract awarded by the Board, is \$6 50. The economy as well as the superior merit of the improved style of school furniture have been fully demonstrated both in this city and elsewhere. As far as I have been able to ascertain, after making a detailed catalogue of the furniture in all the schools, and computing the cost, the Department has expended in this direction, since 1854, not less than \$32,000, and including charts, apparatus, and other school appliances, not less than \$50,000.

Table No. III, in the Appendix, shows the quantity, quality and cost of the furniture and apparatus in the various schools.

The item "books and supplies," found under the head of current expenditures, (Table No. II), signifies, text books purchased for indigent pupils, ink, charts, stationery, crayon, stoves and all other articles, except text books, which are indispensable to the school-room; with such requisites, the pupils of the public schools are supplied gratuitously.

The rent account increased considerably last year, and it will not show any diminution this fiscal year. In certain portions

of the city, where the schools fail, for lack of room, to receive all who apply for admission, it has been necessary for the Board to rent houses and rooms for school purposes, in order that the disappointed applicants might not be entirely deprived of public school privileges.

The account of "Incidentals" is much larger than heretofore : its principal items are : Legal expenses, \$410 ; extra janitorial services, \$211 ; School census, \$158 ; expenses of the Board, \$90.

The Industrial School Board obtained legislative authority to draw annually from the school fund, \$2,400, or \$1,800 more than the law previously allowed for the salaries of teachers employed in that school.

The value of this institution to society, and especially to our other schools, from which it wards off many a dangerous influence, is properly recognized by the Board of Education.

The removal of the remains of Mr. T. J. Nevins, from Nevada Territory to this city, was authorized by the Legislature. Such an act was but a fitting tribute to the merit of a faithful public servant, as the early history of our public schools proves Mr. Nevins to have been.

The expense of grading and otherwise improving streets in front of school property, \$12,285, was not under the control of the Board, as has been previously stated. The \$25,260, applied to the redemption of the school bonds and of the High School mortgage and payment of interest thereon, is another heavy expense entailed on the Department.

These bonds were issued in 1854, 1860 and 1861, and from the proceeds of their sale, funds were procured in those years for the erection of school-houses.

There was in the Treasury, to the credit of the School Bond Fund, June 30th, 1864, \$34,265 52, which deducted from the amount of bonds unredeemed, \$121,500, will leave \$78,234 38 ; and this remainder, plus the balance due on the High School mortgage, \$2,666, will represent the entire indebtedness of the Department at the close of the fiscal year 1863-64.



The large expenditures made both this and the previous year for repairs of school buildings, afford no flattering commentary upon the character and stability of our school-houses. By dint of repairs and additions, some of these houses are made to serve satisfactorily for school purposes, whilst others, despite the continued improvements placed on them, are still devoid of the most essential qualities of a proper school-house.

During the year, three buildings have been erected; one on Broadway, for colored children; one on Utah street, San Bruno road, and another on the corner of Bush and Taylor streets.

The lot on which the Colored school stands, has  $69\frac{3}{4}$  feet on Broadway, and a depth of  $91\frac{3}{8}$  feet. The lot cost \$6,000.

The building is framed and one storied, and is divided into two recitation rooms, each 28 feet by 32 feet, with ceilings 15 feet in the clear. Separate halls and clothes rooms are provided for each sex. The building is well lighted and ventilated, and its exterior is not unattractive.

The building and fencing cost \$4,435, and the furniture, which is of the improved style, \$498.

The colored children richly deserve their present comfortable and neat school-house, after having endured unmurmuringly, for many years, their former squalid, dark and unhealthy quarters.

The school-house on San Bruno road is 46 feet long and  $29\frac{1}{2}$  feet wide. A hall, 12 feet wide, extends across the rear, in which there are separate entrances for the sexes, and clothes rooms for each. The lot is 100 by 200 feet, and was donated to the Department by George Treat, Esq. The building and improvements cost \$3,517.

#### DENMAN GRAMMAR SCHOOL-HOUSE.

This brick building occupies a lot of  $137\frac{1}{2}$  feet square, and fronting on Bush and Taylor streets. The lot cost \$11,800. The building was completed at a cost of \$52,864, including the fees of the architect, Wm. Craine, Esq., to whom I am indebted for the following description: The plan of the building

is a parallelogram of ninety-eight and a half feet by sixty-one feet, having its entrance on the long sides in projecting portions, each twenty-nine feet by three and a half feet.

The building is three stories high, the first being  $13\frac{1}{4}$  feet, and the second and third stories, each 15 feet high.

It has a Mansard roof, surmounted with a cupola and surrounded with a balustrade, to the top of which the projecting portions are carried up perpendicularly from the bottom, thus increasing the interior accommodation of the attic, which is twelve feet high, and contains sixteen Luthern windows in its inclined sides, and six in the said projecting portions of the two fronts, which together with the advantages arising from its superior location, renders it available and very pleasant for school purposes.

The distribution of the first, second and third stories is uniform, each containing four school-rooms of twenty-eight by thirty-four feet; four wardrobe rooms of six and a half by twenty and a half feet; two teachers' rooms of six and a half by nine feet, and a hall eleven feet wide through the centre of the building, transversally, with easy spacious stairways at each end, which extend to the attic.

The attic contains two recitation rooms, each twenty-seven by thirty-three and a half feet, and an assembly room capable of accommodating the entire school.

The ingress and egress are rendered safe and convenient by means of four spacious doorways, one in front, and three in the rear; the interior is well lighted and ventilated throughout.

Fresh air is introduced through apertures near the floor, and regulated by registers, while the vitiated air is allowed to escape through ventilators near the ceiling.

All the wardrobe rooms are supplied with marble top wash-stands and water; the windows have inside folding blinds. The exterior has an expressive, pleasing and ornamental appearance. It is finished with cement, painted and sanded to a light color, which gives it an air of cheerfulness.

The yards are enclosed in front with a brick wall and neat fence; while the play-grounds in the rear are surrounded by a

high enclosure, which separates the scholars from the streets and adjoining property.

This noble structure and permanent monument to the cause of education, is an honor to our city.

#### SCHOOL CENSUS.

According to the reports of the Census Marshals presented last August, there were in this city 30,879 white persons under 21 years of age; 18,748 between 4 and 18 years, and 10,974 under 4 years. The entire population under 21 years, including children of African, Mongolian and Indian origin respectively, was 31,637.

By Act of the Legislature, Negroes, Mongolians and Indians are excluded from the Public Schools, although the penalty for admitting them to the schools of the whites, has recently been abolished, and more ample provision has been made for their education in separate schools.

The total of white children under 21 years returned by the census one year ago was 26,904, less by 3,975 than the number reported this year.

The State School Fund is apportioned according to the number of white youths between 4 and 18 years. The last apportionment was \$1 72 per capita; at a like rate, the city will receive this year \$32,246 56, exclusive of the further benefit to be derived from the State School Tax of one half mill.

The Public School attendance given in the census coincides very nearly with that reported last month by the teachers, whose registers showed an actual attendance or average enrollment of 6,477 pupils.

The Private School attendance gained 271 during the year, whilst the Public Schools show for the same period a gain of 1,406.

In 1860, there were in this city 15,116 youths under 21 years, of whom 8,890 were born in California; to-day, there are 30,879 under 21 years, of whom 18,748 are native born.

Thus it will be seen that the juvenile population of the city has more than doubled during the past four years, and the same remark applies to the children born in this State. With these statistics before us, we cannot but rejoice at the speedy approach of the time, when the majority of our citizens, prompted by devotion to this their native State, and surrounded by the hallowed associations of their birth-place, shall secure for California a more stable and a more contented population ; a people in whose manners, customs and pursuits shall be intensified the hardihood, liberality, enterprise and patriotism of the American settlers of this coast. But vain will be our hopes of a bright future for this favored State, if these 18,000 native Californians be denied the advantages of a sound education, or they be warped or injured in their moral, physical or intellectual development. Should this native population continue to double every four years, as heretofore, during the next decade, it is rational to suppose that the controlling element of our society in 1874 will be the not less than 100,000 citizens and youths who shall claim San Francisco as their native city.

To this rising generation, the future destiny of this city is to be mainly committed—that it may not be inglorious, the interests of these youths must be tenderly fostered and carefully guarded against the corrupting influences that here assail them.

#### SCHOOLS AND TEACHERS.

The Public Schools of this city are classified as follows : One High School for Boys ; one Girls' High School ; six Grammar Schools ; fifteen Primary Schools ; four Evening Schools of one class each ; one Normal School for Teachers of the Department ; one School for colored children, and one Chinese School. During the year one Girls' High School, and five additional Primary Schools have been established.

Our system of instruction contemplates a period of eight years for its completion, or in other words, it presupposes that a child who enters the Primary Department at the age of six years, will by semi-annual promotion complete the primary



course in three years, and passing regularly through the Grammar grades in the four years ensuing, he will enter the High School at the age of thirteen, and graduate thence when he shall have attained the age of sixteen. The course of study in use does not differ perceptibly from that of the best regulated and most successful schools of the Eastern States, and as by law all teachers are subjected to a rigid test of their qualifications, before their employment, our citizens may have a well founded assurance that no pains have been spared to render the instruction imparted to their children in the Public Schools, thorough, practical and sufficiently comprehensive.

The whole number of teachers employed in the Department at the close of the City School year, April 30, 1864, was 102, of whom 18 were males and 84 females. Of this corps, 97 were engaged in regular class instruction, and five in attending generally to the special branches, writing, drawing, music, and physical training.

The increase for the year in the number of teachers employed was fourteen; since the commencement of the May term, twenty-four additional teachers have been elected, making an aggregate of 126.

The completion of the school buildings before described, has greatly and suddenly enlarged the school accommodations of this city, whilst temporary school-rooms have been fitted up in rented houses, and thus our school facilities have been further extended. The last census returns as well as the school registers, show an increase of over 1,400 pupils in the school attendance. It is undoubtedly apparent that the Board have, to the extent of the means at their disposal, supplied the educational facilities so greatly needed in this city. Their further supply in certain localities, destitute of schools, is as much desired by the Board of Education as by the people, and if the latter will but contribute to the School Fund for several years longer, as liberally as heretofore, there will soon be no cause for complaint on the part of parents who apply unsuccessfully for the admission of their children to the Public Schools. In establishing schools, although the first requisite is

funds for building, yet no secondary importance attaches to the location best adapted to the purposes of the school proposed, nor to the plan, size and materials of the house to be built. That these particulars merit the close attention of all school officers, is abundantly proved by the blunders made from time to time by successive Boards of Education, in their real estate and building operations. So long as one-half or six members of the Board are elected annually, and the new members, who are of necessity unacquainted with our school matters or at least with the penitralia of the Department, do not hesitate to embark in enterprises both new and dangerous to schools, so long will such blunders be made even by those who are the most sedulous to avoid them.

The following summary exhibits the school attendance for the past five years :

| School Years. | Whole number enrolled. | Average Number belonging. | Average daily attendance. | Per cent. of attendance. |
|---------------|------------------------|---------------------------|---------------------------|--------------------------|
| 1860          | 6,108                  | not reported              | 2,837                     | 83                       |
| 1861          | 6,617                  | “ “                       | 3,377                     | 90                       |
| 1862          | 8,204                  | 4,303                     | 3,794                     | 90                       |
| 1863          | 8,177                  | 4,681                     | 4,389                     | 91                       |
| 1864          | 10,983                 | 5,911                     | 5,470                     | 92                       |

The average number of pupils belonging to all the schools represents the true school attendance. According to the Teachers' Registers, the gain made last year in the attendance was 1,230 pupils; according to the late school census, the increase was 1,406.

During the past four years, the number of children reported in the daily attendance of the schools has nearly doubled. Another instance of equal rapidity in the expansion of its school system can scarcely be shown by any other city in the Union.

The cost of instruction last year was \$126,285, or \$21 per pupil.

In Boston, the rate of tuition per scholar, last year, was \$15 77; in Chicago, \$13 55, and in Cincinnati, \$12 15.



Our public schools are undoubtedly an expensive institution, but that the expense of their establishment and support is more than counterbalanced by the good results achieved solely through their agency, needs no demonstration for any intelligent citizen of a free State.

If our schools had no other merit than the pure patriotic spirit of their pupils, imbibed from singing national songs, they would still be worthy of public support.

On this subject, the Hon. John Swett, State Superintendent of Public Instruction, uses the following language :

“When the people of other States, staggering under taxation, their sources of prosperity dried up, their able-bodied laborers more than decimated by the calls of the army—when they declare that not a dollar less shall be raised for Schools, that not a School-house shall be closed—shall California, of all the States, alone shrink back from the duty of educating her children! Shall all our inexhaustible resources of mineral wealth be expended on ‘feet,’ and the brains of the children be left undeveloped? Shall millions be expended in constructing a Pacific Railroad, and the State fail to lay the solid foundations of character and intelligence on which rest the permanent prosperity of the generation which will reap the benefits of that great highway of the world? Shall we make every sacrifice of men and money to maintain the Union for a generation unfitted, through want of education, to appreciate either our sacrifices, or the value of the inheritance we leave them?

“The real wealth of the State lies, not in mines of silver, or gold, or copper; not in productive fields and fertile valleys; but in her educated men and intelligent free laborers. Educated mind has made the world rich by its creative power. The intelligent minds which have invented the hundreds of labor-saving machines in every department of industry, have created a wealth greater than the total product of the mines of Mexico, California and Australia combined. All these inventions were once dim ideas in the busy brains of educated men—ignorance found out none of them.”

## NUMBER OF CLASSES AND THEIR SEVERAL GRADES.

| SCHOOLS.                   | First Grade. | Second Grade. | Third Grade. | Fourth Grade. | Fifth Grade. | Sixth Grade. | Seventh Grade. | Eighth Grade. | Ninth Grade. | Tenth Grade. | Classes having one grade. | Classes having two grades. | Classes having three grades. | Number Promoted. April Examination. |
|----------------------------|--------------|---------------|--------------|---------------|--------------|--------------|----------------|---------------|--------------|--------------|---------------------------|----------------------------|------------------------------|-------------------------------------|
| Union Street .....         | 1            | 1             | 1            | 2             | 1            | 1            | 1              | 1             | 1            | 2            | 12                        | ...                        | ...                          | 345                                 |
| Mason Street .....         | 1            | 2             | 1            | 3             | ..           | ..           | ..             | ..            | ..           | ..           | 7                         | ..                         | ..                           | 262                                 |
| Denman School .....        | 1            | 1             | 2            | 5             | 1            | ..           | ..             | ..            | ..           | 10           | ..                        | ..                         | ..                           | 267                                 |
| Rincon School .....        | 1            | 1             | 2            | 3             | 2            | 1            | ..             | ..            | ..           | 10           | ..                        | ..                         | ..                           | 400                                 |
| Mission School .....       | 1            | 1             | 1            | 1             | 1            | 1            | 1              | 2             | 1            | 1            | 1                         | 5                          | ..                           | 173                                 |
| Spring Valley School ..... | 1            | 1             | ..           | 1             | 1            | ..           | 1              | 1             | 1            | 1            | ..                        | 3                          | 1                            | 126                                 |
| PRIMARY SCHOOLS.           |              |               |              |               |              |              |                |               |              |              |                           |                            |                              |                                     |
| Greenwich Street .....     | ..           | ..            | ..           | ..            | 1            | 1            | 1              | 1             | 1            | 1            | 6                         | ..                         | ..                           | 37                                  |
| Powell Street .....        | ..           | ..            | ..           | ..            | 1            | 1            | 2              | 2             | 1            | 1            | 8                         | ..                         | ..                           | 279                                 |
| Hyde Street .....          | ..           | ..            | ..           | ..            | ..           | 1            | 1              | 1             | 1            | 1            | 3                         | 1                          | ..                           | 153                                 |
| Sutter Street .....        | ..           | ..            | ..           | ..            | 1            | 1            | 1              | ..            | ..           | 1            | 4                         | ..                         | ..                           | 96                                  |
| Market Street .....        | ..           | ..            | ..           | ..            | 1            | 2            | 1              | 1             | 2            | 1            | 8                         | ..                         | ..                           | 345                                 |
| Model School .....         | ..           | ..            | ..           | ..            | ..           | 1            | ..             | 1             | 1            | 2            | ..                        | 1                          | 1                            | 65                                  |
| Second Street .....        | ..           | ..            | ..           | ..            | ..           | 1            | 1              | 1             | ..           | 2            | 3                         | 1                          | ..                           | ...                                 |
| Clary Street .....         | ..           | ..            | ..           | ..            | 1            | 2            | 2              | 2             | 1            | 2            | 10                        | ..                         | ..                           | 317                                 |
| Eighth Street .....        | ..           | ..            | ..           | ..            | ..           | ..           | ..             | ..            | 1            | 1            | ..                        | ..                         | 1                            | ...                                 |
| Montgomery Street .....    | ..           | ..            | ..           | ..            | 1            | 1            | 2              | 1             | 1            | 2            | 2                         | ..                         | ..                           | 101                                 |
| Colored School .....       | ..           | ..            | ..           | ..            | 1            | 1            | ..             | 1             | 1            | 1            | ..                        | 1                          | ..                           | 62                                  |
| Chinese School .....       | ..           | ..            | ..           | ..            | ..           | ..           | ..             | ..            | ..           | 1            | 1                         | ..                         | ..                           | ...                                 |
| Totals .....               | 6            | 7             | 7            | 15            | 12           | 15           | 13             | 16            | 13           | 19           | 85                        | 14                         | 3                            | 3028                                |

At the close of the last school year, the Primary Schools numbered sixteen and comprised seventy classes, which were divided into six grades, as is shown by the preceding table.

Of these classes, fifty-seven were each composed of one grade, or were fully graded; eleven had two grades each, and three had three grades.

The advantages of having all the pupils of a class or division occupy one room, use the same text books, and recite to a special teacher, are very apparent to those who were accustomed, before the existence of Graded Schools, to teach a single branch to all the classes of a school. Our present plan of classification with its accompanying graded course of study, provides six primary grades or classes and precisely fifty pupils as the maximum attendance for each class. Our graded system of classification and course of study accord with those adopted in the best schools in the country, and after two years' trial we can endorse their merit. In regard to the course of study, I am happy to state that the difficulty at first experienced by many of the teachers in making themselves familiar with some topics peculiar to the course, and skilful in using the methods which are essential to the systematic and successful treatment of these subjects, has, to a great degree, disappeared.

The difficulty alluded to attaches to the oral instruction prescribed for the several classes, in imparting which successfully the teacher is required to employ tact in illustration and skill in the use of appropriate object apparatus.

The value of primary instruction is greatly enhanced by the fact that a majority of children leave school at so early an age that their knowledge of books seldom extends beyond the rudiments of arithmetic, reading, spelling and writing, which form the main studies in Primary schools. The information thus obtained is generally so meagre and so confused and distorted by the undeveloped faculties of this class of untutored children, that even if it be retained, it seldom avails them much in after life. On this subject I find the following in the last New York School Report :

“Thousands have been withdrawn on account of the necessities of their parents, before they had passed through all of the classes even of the primary department. Painful it was to hear that so large a number of our youth are deprived of the blessings of such an education as the Grammar Schools afford to all who punctually attend them, and that their pecuniary necessities are so pressing that they must engage in the stern duties of life with minds so imperfectly cultivated. The instruction of the Primaries should therefore be, if possible, more thorough than it has ever been, and no effort should be spared to develop and cultivate faculties upon which the future hopes of so many depend. A systematic course of instruction, founded upon the most approved methods, by teachers thoroughly trained for the work, would, indeed, prove a partial remedy for the evils alluded to.”

Yet, not alone for the children thus early deprived of the means of education would I claim that the Primary Schools should receive the most favorable consideration of your Board, but in behalf of those who are permitted to enter the Grammar Schools. For it is universally true that the real progress in learning made by Grammar pupils can be gauged by the thoroughness of their preparatory or primary training and instruction.

Although great improvements have been made in the gradation of the Primaries, and notwithstanding the successful labors in this direction made by my predecessors, and the Committee on Classification, vigorous efforts must yet be put forth to bring these schools up to the high standard of excellence attained by the Primary Schools of several other cities.

For these, complete success should be aimed at, even though the schools of higher grade suffer in consequence, and the justification of such a policy will be found in the democratic adage—“The greatest good to the greatest number.” Viewed in this light, it will be admitted that the Primary Schools constitute the most important department of a system of public schools.



That the great mass of children who enjoy the benefits of public instruction are found in these schools, is evident from the fact that in all our large cities a greater number of teachers find employment in the Primaries than in the schools of superior grade. In New York, Cincinnati and Chicago, the attendance in the former, compared with that of the Grammar and the High schools, is generally in the proportion of two to one.

In New York, the average attendance last year in the Primary Schools and departments was 44,602 pupils, whilst the number in the other schools was but 24,145.

Admitting that the public good requires that the Primary Schools should be provided with the best and most ample educational facilities, the conclusion is inevitable that in every school department, these schools should rank first in regard to the character of their teachers, their buildings and their other appliances of education. Such an enviable distinction as this cannot be claimed for our Primaries, except in these respects, viz: that they are generally placed in charge of the ablest and most experienced teachers; and that so far as it has been possible, these schools have been supplied with appropriate furniture and apparatus. As regards the convenience, attractiveness and size of their buildings and premises, these schools compare most unfavorably with our higher schools.

The external advantages enjoyed by the latter are, by no means, counterbalanced by a superior quality of instruction imparted in the Primaries. For it has been the practice of our Board to set the lowest standard of qualifications for teaching in these schools, and also, to frequently employ therein young and inexperienced teachers. Although the occasional necessity of employing this class of teachers must be conceded, yet, I am convinced that they should not begin their apprenticeship in the infant or 9th and 10th grade classes. My views on this subject are expressed by N. A. Calkins, Esq., who says: "None but teachers of known experience and special fitness, or of thorough special training for the work, should be placed in charge of the lowest classes of the primary grades. It is in

these classes that children receive their first impressions of school and of learning; and often these impressions are such as to leave undeveloped any love for learning, and even to forever banish all desire for gaining an education in school."

Next in importance to the judicious selection of Primary teachers, is the work of examining, classifying and promoting pupils. The labor involved in the proper and systematic discharge of this work, which has hitherto been performed by the Committee on Classification and myself, has been very arduous, but inasmuch as nearly all our schools are now well organized, it would, perhaps, be advantageous to allow the details of the work to be performed by the Grammar Masters. In other school departments it is almost a universal custom to require the Masters to examine and promote the pupils of all the classes in their schools, except those under their immediate care and instruction. The examination of the schools made by Committees or Superintendents, and the strict supervision exercised by these school officers over the Masters' performance of the duties specified, are regarded merely as auxiliary means for carrying out successfully the vast undertaking, where the school organization is extensive, of grading, examining and promoting pupils. To enable our Grammar Masters to properly perform the additional duties alluded to, provision must first be made for the care of their classes as often as they shall find it necessary to visit the other classes assigned to their charge. In the preceding table a summary is given of the promotions made in each school at the close of the last school year. The promotions made in the Primary Schools at the semi-annual examination in November, and the occasional promotions made during the year in the Grammar schools, are embraced in the table. The practice of the Committee on Classification in not favoring promotions of pupils, except after the stated examinations, has proved beneficial, and it can be made more advantageous still, if the Board will decide in some appropriate manner, that there is no surer evidence of the success of any teacher than the fact that all her pupils have been promoted at the required time.



When our Primary School accommodations shall have been made as complete and convenient as the new Grammar buildings afford, and the school improvements I have described shall have been secured, our Primaries will satisfy the public demand and will justify the highest encomiums of our school system.

## GRAMMAR SCHOOLS.

*Annual Examination of the First Grammar Grades.*

| SCHOOLS.                 | Average in each study. |          |            |          |           | General average. | Admitted on scholarship. | Admitted on scholarship & deportment. | Total admitted. |
|--------------------------|------------------------|----------|------------|----------|-----------|------------------|--------------------------|---------------------------------------|-----------------|
|                          | Arithmetic.            | Grammar. | Geography. | History. | Spelling. |                  |                          |                                       |                 |
| Union Street .....       | .64                    | .56      | .60        | .78      | .44       | .60*             | 23                       | 2                                     | 25              |
| Mason Street.....        | .46                    | .62      | .52        | .76      | .38       | .54*             | 15                       | 14                                    | 29              |
| Bush Street.....         | .28                    | .45      | .29        | .49      | .40       | .38*             | 4                        | 7                                     | 11              |
| Rincon .....             | .48                    | .62      | .59        | .84      | .56       | .61*             | ....                     | ....                                  | ....            |
| “ (re-examination) ..... | .31                    | .62      | .63        | .62      | .60       | .55*             | 28                       | 5                                     | 33              |
| Mission .....            | .49                    | .49      | .39        | .62      | .51       | .50              | 3                        | 3                                     | 5               |
| Spring Valley .....      | .44                    | .40      | .39        | .71      | .51       | .49*             | 2                        | 2                                     | 5               |

The six Grammar Schools of the city comprise thirty-five classes, which are divided into four grades. Twenty-eight of the classes are graded, and the remainder, consisting of two grades each, are but partially graded. The system on which our system of grading is based is, that a Grammar School house should contain at least four classes or grades, each having a special teacher, a consecutive and well defined course of study, and as an average attendance, forty-five pupils. Provision is made by means of annual examinations and promotions for the completion of the course of study in four years, and for subsequent admission to the High Schools.

In four of the schools, where the system has been found practicable, all the pupils of a class use the same text books and study the same subjects, and in most instances, study and recite the same daily lessons. In the latter case, the class is said to be of one division, although in some of their studies, the pupils are usually divided for convenience of recitation.

Such a class as this presents the most perfect form of our graded system. There are at present seventy classes of this description. It is not incompatible with this system, however, that a class should have two divisions of pupils, who not being equal in attainments cannot recite in common; provided all of them are engaged on the same prescribed course of study. Accordingly, a graded class admits of two divisions of a single grade, but not two distinct grades.

A class of this character is usually obtained in our schools by promoting at a stated time from duplicate classes of the next lower grade. In the Boston schools the classes are made so far as it is possible, of one grade; in the Chicago schools, on the contrary, there are in each Grammar class two grades, and in each of the 5th, 6th, 7th and 8th grade classes, there are three divisions, and in those of the 9th and 10th grades four divisions. Our terms, class and divisions are the equivalents of the Boston designations, school and class, and of the Chicago terms, division and class. The latter nomenclature, which is the reverse of ours, is in most general use, and should, therefore, have our sanction. Superintendent Wells recommends that each class in the Grammar Department should not number more than 20 or 25 pupils, and each class in the lower grades, not more than 10 or 15 pupils. The object here proposed is, that whilst one class (one division) is reciting, the remaining class or classes may have time for study, and that each pupil may thus receive the individual attention of his teacher.

The advantages of having a division of pupils recite by classes or sections are undoubtedly great, but the benefit thus secured is lessened, if the classes are unequally graded, as in that case, occasion is seldom offered to the teacher by the dif-

fering courses of study assigned to the several grades, to teach the pupils simultaneously.

Our Grammar schools are in excellent condition, yet their efficiency can be increased by providing better facilities for the examination of pupils and classes with reference to their promotion. It is impossible for any Committee of the Board to perform this task satisfactorily, without the aid of teachers, and therefore, other school boards now universally entrust this matter mainly to the teachers, reserving only the right to examine the classes of the highest grade and to supervise the promotions made in other classes. The greatest improvement, however, of which all our large schools, with a single exception—the Denman School—are susceptible, is a provision for thorough and practical supervision of their classes by the Grammar Masters. In New York, the Masters are entirely relieved of the charge of any one class, so that they may attend to the general interests of the school; and in Boston, the Master has a special assistant who has charge of the school records and of the Masters' division when the supervision of the lower divisions renders his absence necessary. Our Grammar Masters are expected to prepare annually a class of forty pupils for promotion to the High Schools, and still find time to superintend the instruction given in all the classes of the school and attend to all matters of discipline. The masters realizing the impossibility of performing all these duties, attend to the wants of their own class, settle all cases of discipline for the school, and then, having but little or no leisure, they often per force leave their assistants dependent on their individual resources. Another improvement, although not at present possible for us, would be the removal of the Primary Schools from the buildings occupied by Grammar pupils. The recesses of the two schools occur at different times, and the Primary concert recitations and other exercises are a frequent source of annoyance to the upper classes.

The result of the recent examination of the Grammar divisions, exhibited in the preceding table, are in the main favor-

able. The written examination of these and of the lower Grammar divisions showed plainly that spelling and writing have not received in the schools that attention which their practical importance demands. The oral examination, it is gratifying to state, gave evidence that teachers had not underrated the value of the new course of oral instruction, for which we are indebted to the Chicago Schools.

The last written examination for promotion to the High School, was carried on simultaneously in the six classes of the first Grammar grade, by and under the direction of the Examining Committee. It occupied three days, and was attended by much unnecessary labor and confusion, which could have been easily obviated by assembling in one building all the pupils who were to be examined.

### BOYS' HIGH SCHOOL.

This school, which is situated near the corner of Clay and Powell streets, was instituted in 1864; the design at that time being to furnish the youth of the city, who had enjoyed the usual advantages of the public schools, with the means of completing a good English education. At the commencement of the present school year, May, 1864, this School was re-organized. The most important changes effected, were the appointment of an entire corps of male teachers, the addition of the Greek and Latin languages to the course of study, and the exclusion of the female pupils, for whom a separate building had been provided.

Classical study was introduced to satisfy a demand, often expressed in the community, for the means of preparing young men to enter college. To facilitate this design, the students are allowed to confine their attention to such studies as will best prepare them to enter upon a collegiate course of instruction.

The departments of study now established, includes Mathematics, Natural Sciences, and Ancient and Modern Languages.



Much attention is also given to the study of the English language, and provision is made for the establishment of a department of *Belles Lettres*.

The scientific course, which embraces Mineralogy, Assaying, Surveying, Mathematics and Natural Sciences, is comprehensive and practical; its interest and importance being greatly increased, by the valuable mathematical and philosophical apparatus recently purchased for the institution.

This apparatus, which cost \$1334, in gold coin, was selected by Mr. Sherwin, Principal of the English High School of Boston, and will shortly be placed in a large hall, to be fitted up as a lecture-room and laboratory.

To Mr. George W. Minns, Principal of our High School, the Department is greatly indebted for his zealous efforts in procuring this apparatus. As its name imports, this institution is a free academy, and not a college; and if it shall afford the youth of this city an education as thorough and as liberal as that obtainable in the High Schools of Boston and Philadelphia, it will have accomplished its mission. With such a school in our midst, there no longer exists a necessity that parents should, at a pecuniary loss, send their children out of the State, to be prepared for creditable matriculation at Harvard or Yale.

But, not alone to those who desire to enter the learned professions, does this school offer excellent opportunities for instruction; to the student fitting for commercial pursuits, the mathematical and scientific course, supplemented by modern languages, presents adequate facilities for special preparation.

Against this school, objections have sometimes been urged, on account of the difficulty experienced by many applicants in securing admission.

That many candidates from both public and private schools, are rejected every year is true; but it is equally true that the failure of these is attributable, in nearly every case, to their ignorance of those fundamental branches of learning, which fall within the province of Grammar School instruction. To lower the standard of qualifications for admission, to the reach

of scholars not disciplined by study, nor adequately versed in the principles of arithmetic and grammar, would render impracticable the improved course of study recently introduced into the High School.

In one respect, however, these objections were well founded, viz.: among the rejected applicants, there have been a few for whom the High School building afforded no seats, until greater accommodations were made by assigning a separate building to the female pupils.

The seating capacity of the present schoolhouse, retained for the exclusive use of boys, is 150, as may be inferred from the following statistics of last year's attendance :

|                                 |     |
|---------------------------------|-----|
| Number enrolled .....           | 230 |
| Average number belonging .....  | 112 |
| Average daily attendance .....  | 107 |
| Per centage of attendance ..... | 95  |

Taking the average number belonging, as the proper basis of calculation, the cost of tuition per scholar was \$60.

At the close of the fourth year of the course, January 14th, 1864, the members of the first class were subjected to a written examination, as a test of their ability and preparation to graduate. The graduating exercises of the class were held in the Unitarian Church, Stockton Street, at which a large audience was assembled, to witness the literary and musical performance of the pupils, and to hear the addresses to the graduates delivered by Hon. John Swett, Superintendent of Public Instruction, and the Hon. E. D. Sawyer, by whom diplomas were presented to the following :

#### GRADUATES, 1863-4.

##### *Misses.*

Fannie M. Cheeney,  
Katie B. Childs,  
Anna Barnard,  
Clara A. Cummings,  
Philena S. Sawyer,  
Jane Smith,

Theresa Buckham,  
Mary Goldsmith,  
Albertine Plummer,  
Mary Frances Knowles,  
Agnes Chalmers,  
Georgiana O. Cofran,

Margaret Wade.



*Masters.*

|                    |                    |
|--------------------|--------------------|
| William F. King,   | George M. Ciprico, |
| William Hale, Jr., | Forrest H. Willey, |
| Charles S. Tilton. |                    |

The graduates of the previous year, were :

*Misses.*

|                       |                      |
|-----------------------|----------------------|
| Lizzie B. Easton,     | Kate S. Herrick,     |
| Fannie M. Bird,       | Lizzie F. Hitchings, |
| Anna B. Chalmers,     | Alice M. Marshal,    |
| Hannah F. Dam,        | Jessie Smith,        |
| Kate Dennis,          | Emma E. Williams,    |
| Jennie E. Gunn,       | Georgiana Lamb,      |
| Nettie M. Chadbourne, | Anna M. Hucks,       |

J. V. Barkley.

*Masters.*

|                        |                 |
|------------------------|-----------------|
| Francis J. J. Leonard, | George T. Lyle, |
| Edward H. Morgan,      | I. W. Palmer,   |
| George P. Rogers,      | James E. Wolfe, |

F. A. C. Dorland.

## EVENING SCHOOLS.

During the year, four classes, with an aggregate attendance of 110 pupils, were continued in session from September to May. In the Principal's class, where the members are mostly over eighteen years of age, book-keeping was the most prominent study; in another class, composed of men and youths of foreign birth, reading, spelling and translating from French, Spanish and German, occupied attention; in the remaining classes, the pupils, who varied in age from eight to sixteen years, devoted themselves to the branches taught in primary schools.

At no former period have these scholars exhibited such good order, so regular and punctual attendance, and such zeal for knowledge.

The funds appropriated to these schools are trifling, when compared with the great benefits bestowed, through their agency, on many deserving young men whose indigent circumstances have deprived them of other means of education. And when to these we add the pupils of foreign birth, who are here taught to speak and write our language, the policy of improving the condition of the evening schools and widening the sphere of their usefulness becomes very apparent.

The charge for the tuition of each person over eighteen years of age, was reduced, last year, from \$2 to \$1 a month, inasmuch as the payment of the former rate taxed not a few too heavily.

The chief defects of these schools are the lack of classification and systematic supervision, caused by the classes occupying different and in some instances, widely separate buildings.

Were two conveniently located schoolhouses, situated respectively north and south of Market Street, appropriated to the accommodation of all the evening classes, the pupils could then be easily classified and instructed according to the system of the day schools.

Until this change can be effected, it would be beneficial, perhaps, to allow the Principal time to inspect each class several times each month; to keep a monthly or general record of the classes, and to examine and classify all applicants.

After nine years' existence, our evening schools have attained to the dignity of a permanent institution, and it will not, therefore, be regarded as ill-timed to enquire if the advantages of evening instruction should not be extended to females as freely and as fully as to the male sex.

In the large cities of the Atlantic States, no such distinction as here exists is recognized; each sex has its separate schools, and all are well attended. For instance, in New York, the attendance at the female schools, in 1863, was 3,485.

## SCHOOL FOR COLORED CHILDREN.

The new house occupied by this School, stands on Broadway, near Powell street; it has two large and well furnished classrooms, and two convenient yards for the different sexes.

The attendance for the past year, was as follows; number of pupils enrolled, 138; average number belonging, 65; daily average, 58,

During two months of the year, whilst the school remained in the basement of the African Church, but one teacher was employed; since then, two teachers have been engaged, and the daily average attendance has been 79.1.

In respect to classification, which has been improved by the organization of a primary class, the school has made considerable progress; but in regard to the instruction and mental discipline afforded here, no particular merit can be claimed; for if the proficiency in knowledge and mental training displayed by pupils, is a reliable index to the character of any school, and the attainments of these colored children are to be measured by the standard of scholarship required of our other schools, this one will, I am sorry to say, suffer by the comparison.

As but one school is open to all the children of our colored people, among whom are found not a few heavy tax-payers, it would seem but just that this school, of all others, should have the services of teachers thoroughly educated, and chosen with special reference to the requirements of the school.

## CHINESE SCHOOL.

This School, although small, deserves notice, if not for the good results manifested, at least to express our admiration of the philanthropy which suggested its organization.

If missionaries after a life-long devotion to the spiritual regeneration of this unprogressive and unimpressible race, show but little fruit of their exhaustive labor, surely no sudden or extensive progress of American ideas can distinguish the only

Chinese public school-house outside of the Celestial Kingdom. Regarded from this stand point, this school should be famous, even though its habitat is only a gloomy basement of the Chinese Chapel, whose obscure walls, are nevertheless not repugnant to Mongolian tastes and habits.

For one not acquainted with the Chinese language, or population, it is difficult to note the progress made from year to year, by the school, and hence, we can only infer from the increasing attendance that the advantages of the school are becoming better known and appreciated by the Chinese, and that therefore the school is doing its peculiar work not ineffectually.

The attendance for the last year was: number enrolled, 119; average number belonging, 33. It has been difficult for the teacher of this school, to secure the punctual attendance of his pupils, simply because most of them have daily labor to perform and can devote only their spare time to study.

As an instance of their zeal for knowledge, the teacher states that eleven of his pupils have copied an English and Chinese dictionary, from one prepared by himself—a task requiring ten hours of daily labor for three months for its completion.

He, also, remarks, that the Chinese do not approve of any change in school books, for in China, every schoolboy begins his studies with the “Three First Books,” which have been in the schools already three thousand years!

According to a recent legislative report, relative to the Chinese population, it appears that during the fiscal year 1861, the Chinese of this State, expended in that year for customs taxes, and general business purposes, nearly \$14,000,000.

As often as the propriety and justice of supporting this school are questioned, the facts above stated should be duly considered and placed to the credit of the school.

Before closing this report, it will not be inappropriate to speak of certain matters, which have had, at different times, the careful consideration of the Board. And as these matters are widely different in their nature, although affecting commonly the welfare of the Department, I may, perhaps, be allowed to discuss them in a desultory manner.



The subject of schoolhouses, their proper location, number, architecture and cost, has frequently led to protracted discussion both in the community and elsewhere. Without entering into the merits of this controversy, I am persuaded that argument sufficient can be drawn from the experience of our local Boards of Education, to support the following general policy of building operations; At the beginning of the fiscal year, the amount of funds that can be applied, during the year, to the erection of houses, should be ascertained by a careful calculation of all the current, fixed and contingent expenses of the schools. Afterwards determine the proper number, capacity and location of the buildings, and remembering the democratic axiom, "The greatest good to the greatest number," then proceed to erect the cheapest houses first.

The demand for more primary schoolhouses in various parts of the city, is very urgent; and now that the Denman, the Lincoln Grammar, and the Girls' High School buildings have relieved the pressure for admission to the upper grades, this demand should be satisfied as soon as possible.

So far as my knowledge of school architecture extends, the most approved plan for a brick schoolhouse, such as is required within the fire limits, is two stories and a basement sufficiently lighted for playgrounds, furnaces and janitor's rooms. In the second story, or else in the attic, provision should be made for the assemblage of the school. In the outskirts of the city, where ample ground can be procured at moderate cost, the school sites should be large enough to admit of a one story and basement building of any capacity required. The lots reserved in the Van Ness Ordinance for school sites, are  $137\frac{1}{2}$  feet square: they should have a frontage of 175 feet, a space barely sufficient to allow the free passage of light and sunshine to a house which may in process of time have 500 or 600 inmates. In regard to the proper dimensions and arrangements of classrooms, halls, &c., the new schoolhouses of Boston, New York, and, we may now add, those of San Francisco, will supply all the information needed.

The desire manifested by the Board to erect schoolhouses, such as the Denman and the Lincoln, which shall be commensurate with the wealth and intelligence of our citizens, is commended by those who feel sincere pride in the expansion and improvement of the public school system; and yet our citizens generally, would have been better satisfied than appearances indicate, had the Board built two or three Primary buildings before erecting or completing the Lincoln schoolhouse. The substitution of hot-air furnaces for stoves, in our new buildings, will be found beneficial and economical; and the introduction of the system of ventilation in vogue at the East, is worthy of consideration.

The second topic to which I would direct your attention, is the irregular length of the school terms, in consequence of which the labors of the teachers and their pupils are not well distributed throughout the year. The chief objections to the present arrangement are first: That the last term of four months is too long, and, again, that the close of the half school year, when the semi-annual examination and promotions in the Primaries take place, occurs about four weeks before the end of the middle or second term. The knowledge obtained by the children during these few weeks, they have been on a new course of study, is generally dissipated by the pleasures of the ensuing Christmas vacation, which lasts three weeks.

The school year should begin with the fiscal year, in July; and it might be conveniently divided into two principal terms; the first, to terminate with the vacation at Christmas; the second, with a vacation of at least four weeks, in June. A recess of one week in the middle of each term, would afford the schools sufficient respite, until the long vacation should occur. The yearly school session should not exceed forty-two weeks, exclusive of holidays and vacations.

During the past year, the departments of writing, music and physical culture, have given employment to five special teachers, whose aggregate salaries amount annually to \$6000.

The schools have been under regular musical instruction six



years, a period sufficient to enable the pupils to become familiar with the rudiments of music.

The reports of the teachers and of the Committee on Music, speak favorably of the progress of the schools in this popular branch of study, which at first was regarded as merely a source of entertainment for the children, but is now systematically taught as an important element of a good education. Before the commencement of the present school year, the teachers of music gave lessons to an entire department of a school, simultaneously; now, however, instruction is given by classes, which is a far more effective method of teaching than the collective plan. Under the present arrangement, music should be made the subject for an annual examination of the schools. In all the Grammar Schools, and in most of the Primaries, there are pianos which afford an admirable accompaniment to the vocal and physical exercises of the scholars. The instruments that belong to the Department, have been purchased at various times by the teachers, from the avails of their school exhibitions and May parties; the rented pianos are furnished by the Board, at an annual rental that would suffice to purchase at least two superior instruments, every year. Economy will justify such an investment of the school funds, in all cases where pianos are regarded as a legitimate appliance of education.

To Burgess' system of penmanship, used in the schools, the testimony of teachers is generally unfavorable. Unless this system be altered, as was recently proposed by the author, it should be discontinued.

The Principals agree in the opinion that writing can be more effectually taught by the teachers of the several classes, than by a writing-master, who having to instruct, perhaps, a thousand pupils, can bestow but little attention or time to the individuals of any class.

Our two writing-masters have been diligent and successful in their extensive labors, but their task is too onerous to be performed as fully as the requirements of the schools demand.

The most serious evil resulting from the employment of special teachers of writing is, that many of the regular instructors of the schools, relying mainly on the former for the instruction of their classes, fail to interest their pupils in the writing exercises. The experience of other school departments, in this matter, accords with our own; whence there is good reason for doubting the utility of thus committing this important branch of learning to the charge of a few special instructors.

The employment of a teacher of Calisthenics, has so far resulted profitably, inasmuch as it gave an impetus to the physical training of the schools, awakened both teachers and pupils to the vital importance of the subject, and systematized the crude efforts previously made for the physical development of the young.

But now that the schools have had the benefit of a year's drill, and that physical culture is so fully appreciated by parents, and so elaborately explained and illustrated in the works of Dr. Lewis, Watson, and others, there is no reason apparent why our teachers, already well versed in this science, should not alone conduct the calisthenic exercises prescribed for their respective classes.

Reluctantly I approach a theme which has long occasioned warm discussion among prominent educators and others alike distinguished for learning and philanthropy.

When such a general diversity of opinion and sentiment exists, in regard to this subject, the appropriate education of the sexes, that you shall often find two neighboring communities, or two cities of the same state, and both equally noted for intellectual and religious progress, where the sexes are taught, in one place separately, and in the other jointly, it would be a vain attempt for me, in this matter, to harmonize the views and disarm the prejudices of our heterogeneous population. The difference in the educational policy of the principal cities of the Union, in regard to the sexes, may be learned from the following facts; In Chicago and Buffalo, no distinction of sex is observed in the organization of the schools,

not even in High Schools; in New York and Brooklyn, the schools are divided into male and female departments, which occupy different floors of the same building: in the schools of Cincinnati, the sexes are divided by classes or grades.

In Boston there are twenty Grammar schools, of which seven are exclusively for boys, seven for girls, and six for both boys and girls.

In Europe, the sexes are almost universally taught apart, the most common exception being in the infant or primary schools.

In this city, no distinction of sex was made in the organization and classification of schools, until last May, when the Board formed the present Boys' High and the Girls' High Schools, from the school formerly attended by both boys and girls. The object of this change was to provide for each sex a course of study especially adapted to its peculiar wants and its respective social condition. Hence the study of ancient languages, the higher mathematics and of mineralogy and assaying, was assigned to the Boys' School and excluded from the Girls' High School.

In the late report of the Cincinnati Schools, may be found a recommendation for a similar change in the High School studies, and made for the reasons we have assigned.

Another, and the only remaining instance of a separate education of the sexes in our schools, is found in the Denman School, where the boys and the girls are taught in separate class-rooms. The design of this arrangement was to gradually prepare for the withdrawal of one sex from the school, which could be conveniently done, it was supposed, by removing the boys to the Lincoln Schoolhouse, when it should have been completed. Inasmuch as the building will be ready for occupancy at the close of this school year, it will be necessary for your Board to determine shortly, whether this design shall be carried out. Our practice of educating the sexes together is commended by the highest educational authority of our country, and by the school customs of a majority of our free States. This plan of education is peculiarly American, and as such, it

appeals strongly to our national prejudices. Wherefore, it behooves your Board to weigh this matter well, and should you desire to alter the relations existing between the sexes in the schools, to assign good reasons for the change. For my own part, although my predilections for the theory which favors the joint education of the sexes, oppose any change in our school organization, yet I am persuaded that a proper deference to the wishes of a large and respectable portion of our fellow citizens demands that some of the grammar schools should be devoted to the exclusive use of girls. It is useless to combat the prejudices of such people; among whom, generally, we find persons of wealth and, mostly, those of foreign birth: unless their wishes be gratified they will continue to patronize private schools, which already have an attendance of 4,823 pupils. No other city in the Union has such a heterogeneous population as ours; hence, what would be beneficial in the school system of an old, stable community, may not be equally efficacious here. The public schools are designed for all classes of society; and it is plainly to the interest of democratic institutions that these schools should be patronized by the rich and the poor, the native and the foreign born, and by all these without distinction of number or merit. Such an extensive patronage as this is enjoyed by the public schools of Boston, where there are schools provided for the sexes, jointly and separately. The policy of Boston is well adapted to our present emergency, and in imitation of it, I trust your Board will complete its design of limiting the attendance at the Denman School to girls.

The last topic to which I would call the serious attention of your Board, is the introduction of the Bible into the schools, so far as to allow the morning exercises of the schools to commence with the reading of a portion of the Scriptures by the teachers. To prevent any abuse of this privilege by teachers of sectarian views, certain restrictions might be imposed upon the reading; as, for instance, that it should be without note or comment, and that the reading should be discontinued or not allowed in any class where this religious exercise should create discord between the pupils or their parents and the teacher.



I am convinced that most of our teachers would make the reading of some appropriate selection from the Scriptures, as a few verses of the Psalms or Proverbs, an invaluable auxiliary in the moral education of their pupils, and that the latter would derive from this reading a becoming reverence for the Word of God and its holy teachings, and a proper sense of their personal and their social duties and obligations.

In the schools of New York, Cincinnati, Boston and Chicago, and in every other city on the continent where public schools exist, so far as my knowledge extends, the daily reading of the Bible by the teachers is compulsory.

The New York rule reads as follows :

“All the Public Schools of this city, under the jurisdiction of the Board of Education, shall be opened by the reading of a portion of the Holy Scriptures, without note or comment.”

The Cincinnati rule is as follows :

“The opening exercises in every Department shall commence by reading a portion of the Bible, by, or under the direction of the teacher, and appropriate singing by the pupils.

“The pupils of the Common Schools may read such version of the Sacred Scriptures as their parents or guardians may prefer, provided that such preference of any version, except the one now in use, be communicated by the parents or guardians to the Principal Teachers, and that no notes or marginal readings be read in the Schools, or comments made by the Teachers on the text of any version that is or may be introduced.”

In 1851, the Board of Education of this city adopted the following resolution :

“*Resolved*, that the schools be closed each day with prayer, and that on Monday forenoon of each week there be an exercise in reading the Scriptures.”

When or why this rule or resolution was rescinded, I have not been able to ascertain ; and, in fact, I do not know that it was ever annulled, although it may be so inferred, since the use of the Scriptures in the schools has not been known for many years.

Either of the rules above quoted is adapted to the subject-matter, and I should not recommend modifying either so that the reading of the Bible should not be compulsory, as I have previously stated, were this community ripe for the innovation proposed.

The exclusion of the Bible from our schools is a slur on religion and the character of our community, which may have been compatible with the manners and morals of the first California adventurers, but is hardly consonant with the social and political progress to which San Francisco has now attained, and for which she enjoys so fair a fame among her sister cities.

The adoption of either of these rules, even though modified so as to silence many objections which would otherwise assail the measure, may yet subject your Board to the calumny and detraction of noisy demagogues and religious fanatics. That the teachers will experience any difficulty from the rule, I do not apprehend, for we have too many proofs of their sound discretion and their upright and intelligent discharge of duty, to warrant such an apprehension.

In regard to this matter, I am convinced by my intimate knowledge of the motives which have always actuated your official conduct, that you will seek the welfare of our schools, unbiased by an unworthy desire of public favor, or by any undue fear of popular clamor.

Respectfully submitted,

GEORGE TAIT,

*Sup't of Public Schools.*



## BOARD OF EDUCATION—1864-'65.

M. LYNCH, ..... *President.*

|                          |               |
|--------------------------|---------------|
| L. B. Mastick.....       | 1st District  |
| John F. Pope.....        | 2d District   |
| Washington Ayer.....     | 3d District   |
| George B. Hitchcock..... | 4th District  |
| W. A. Grover.....        | 5th District  |
| Giles H. Gray.....       | 6th District  |
| William G. Badger.....   | 7th District  |
| J. L. N. Shepard.....    | 8th District  |
| L. B. Thompson.....      | 9th District  |
| J. H. Widber.....        | 10th District |
| M. Lynch.....            | 11th District |
| Abner Doble.....         | 12th District |

GEORGE TAIT, *Sup't Public Schools.*DANIEL LUNT, *Secretary.*TABLE I.—COMPARISON OF SCHOOL EXPENDITURES FROM  
1857 TO 1864.

| Financial Year. | Salaries of Teachers | Schoolhouses and Sites. | Sinking Fund and Interest. | General Expenses. | Total.       |
|-----------------|----------------------|-------------------------|----------------------------|-------------------|--------------|
| 1857-'58,       | \$62,300 13          | \$21,000 36             | \$ 9,331 25                | \$17,176 69       | \$109,800 43 |
| 1858-'59,       | 73,559 12            | 12,800 82               | 9,382 11                   | 15,958 50         | 111,700 55   |
| 1859-'60,       | 74,476 75            | 39,981 05               | 19,188 95                  | 19,428 25         | 152,985 00   |
| 1860-'61,       | 72,656 94            | 67,906 60               | 22,059 22                  | 24,341 42         | 186,964 18   |
| 1861-'62,       | 77,787 77            | 12,811 10               | 27,131 66                  | 16,837 82         | 134,568 35   |
| 1862-'63,       | 86,282 71            | 42,134 71               | 24,953 08                  | 25,458 97         | 178,929 47   |
| 1863-'64,       | 90,717 80            | 73,815 17               | 25,260 77                  | 36,218 13         | 228,411 87   |

The above table shows that the School Expenditures of last year exceeded those of any former fiscal year, whilst for the two preceding years, 1863 and 1862, they were less than those of 1861 and 1860. The explanation of this may be found by referring to the column of "Schoolhouses and Sites," where it will be seen that in 1860, 1861 and 1864, the building operations of the Department were unprecedentedly large and expensive.

TABLE II.—CURRENT EXPENSES—FISCAL YEAR 1863-'64.

|                                                    |                     |
|----------------------------------------------------|---------------------|
| Teachers' Salaries.....                            | \$90,717 80         |
| Janitors' Salaries.....                            | 6,262 08            |
| Clerk's Salary.....                                | 1,500 00            |
| Carpenters' Salaries.....                          | 1,820 00            |
| Census Marshals.....                               | 640 00              |
| Insurance.....                                     | 1,226 25            |
| Lights.....                                        | 357 98              |
| Water.....                                         | 222 00              |
| Furniture.....                                     | 11,195 21           |
| Books and Supplies.....                            | 2,781 34            |
| Rents.....                                         | 6,100 32            |
| Fuel.....                                          | 1,282 92            |
| Incidentals.....                                   | 1,955 03            |
| Apparatus.....                                     | 225 00              |
|                                                    | <hr/>               |
|                                                    | \$126,285 93        |
| Teacher of Industrial School.....                  | 2,400 00            |
| Removal of Col. Nevins' remains, [Statute of 1863] | 650 00              |
|                                                    | <hr/>               |
| Total.....                                         | <u>\$129,335 93</u> |

## BUILDING AND FUND ACCOUNTS—1863-64.

|                                              |                    |
|----------------------------------------------|--------------------|
| Grading and Fencing.....                     | \$6,230 51         |
| Repairs of Schoolhouses.....                 | 12,060 03          |
| Building.....                                | 41,970 10          |
| Purchase of lot on Broadway.....             | 6,000 00           |
| High School Mortgage and Interest.....       | 1,733 33           |
| Interest on School Bonds.....                | 11,027 44          |
| Sinking Fund—Redemption of School Bonds..... | 12,500 00          |
| Commissions of Architect.....                | 1,500 00           |
| Grading lot 345 (front of).....              | 6,054 53           |
|                                              | <hr/>              |
| Total.....                                   | <u>\$99,075 94</u> |

TABLE NO. III.—DESCRIPTION AND ESTIMATED VALUE OF SCHOOLHOUSES, LOTS, AND FURNITURE.

| SCHOOLS.                  | When erected. | Size of Lot. | Size of Build-<br>ing. | Num. of wings. | Size of wings. | Num. of seats. | Num. of stories. | Num. of rooms. | Patent single<br>desks. | Double desks. | Num. of prim-<br>ary seats. | Num. of recita-<br>tion benches. | Value of Lot. | Cost of build-<br>ing. | Cost of Furni-<br>ture. |
|---------------------------|---------------|--------------|------------------------|----------------|----------------|----------------|------------------|----------------|-------------------------|---------------|-----------------------------|----------------------------------|---------------|------------------------|-------------------------|
| Boys' High .....          | 1860          | 69½x137½     | 32x88                  | ...            | .....          | 93             | 2                | 5              | 93                      | ...           | ...                         | 44                               | \$ 12,575     | \$ 14,487              | \$ 2,809                |
| Girls' High .....         | 1854          | 137½x137½    | 30x70                  | ...            | .....          | 118            | 2                | 4              | 118                     | ...           | ...                         | 14                               | 10,000        | 11,300                 | 1,650                   |
| Union Street.....         | 1854          | 137½x137½    | 46x99                  | ...            | .....          | 708            | 2                | 9              | 168                     | 98            | 344                         | 62                               | 20,396        | 31,321                 | 2,958                   |
| Mason " .....             | 1861          | 137½x137½    | 62½x81½                | 1              | 8½x22          | 386            | 2                | 7              | 228                     | 79            | ...                         | 52                               | 10,690        | 17,823                 | 2,785                   |
| Bush " .....              | 1864          | 137½x137½    | 61x98½                 | 2              | 3½x29          | 644            | 3                | 15             | 644                     | ...           | ...                         | 153                              | 11,800        | 52,864                 | 5,216                   |
| Rincon.. .....            | 1861          | 100x180      | 50x50                  | ...            | .....          | 533            | 3                | 10             | 483                     | 25            | ...                         | 3                                | 7,000         | 10,565                 | 3,806                   |
| Mission .....             | 1860          | 200x182      | 61½x62½                | 1              | 10x31          | 358            | 2                | 6              | 168                     | ...           | 192                         | 14                               | 1,350         | 11,483                 | 1,789                   |
| Spring Valley .....       | 1857          | 137½x137½    | 44½x83                 | ...            | .....          | 228            | 1                | 4              | 18                      | 47            | 116                         | 18                               | 1,000         | 4,825                  | 820                     |
| Greenwich Street.....     | ...           | 137½x137½    | 63x58                  | ...            | .....          | 371            | 2                | 6              | 53                      | 37            | 244                         | 31                               | 6,000         | 5,000                  | 1,205                   |
| Powell " .....            | 1851          | 68½x137½     | 27x80½                 | ...            | .....          | 488            | 2                | 8              | 112                     | 124           | 128                         | 32                               | 7,000         | 3,185                  | 1,956                   |
| Hyde " .....              | 1857          | 97½x137½     | 37x97                  | ...            | .....          | 244            | 1                | 4              | 60                      | 31            | 122                         | 24                               | 2,000         | 3,700                  | 1,102                   |
| Sutter " .....            | ...           | 42x150       | 42x25                  | ...            | .....          | 216            | 2                | 4              | ...                     | 88            | ...                         | 22                               | .....         | .....                  | 1,063                   |
| Market " .....            | 1861          | 100x190      | 50x50                  | 2              | 18x25          | 410            | 2                | 8              | 118                     | 82            | 128                         | 17                               | 12,000        | 9,799                  | 1,780                   |
| Montgomery " .....        | ...           | .....        | .....                  | ...            | .....          | 230            | 1                | 4              | ...                     | 25            | 180                         | ...                              | .....         | .....                  | 468                     |
| Second " .....            | ...           | 60x137½      | .....                  | ...            | .....          | 256            | 1                | 4              | ...                     | ...           | 256                         | 1                                | .....         | .....                  | 345                     |
| Third " .....             | ...           | .....        | .....                  | ...            | .....          | 228            | 1                | 3              | ...                     | 20            | 188                         | ...                              | .....         | .....                  | 594                     |
| Fourth " .....            | 1863          | 78½x159      | 30x72                  | 1              | 35x40          | 564            | 2                | 10             | 50                      | 47            | 420                         | 3                                | 50,000        | 5,190                  | 1,377                   |
| Eighth " .....            | ...           | 40x80        | 30x30                  | ...            | .....          | 64             | 1                | 1              | ...                     | ...           | 64                          | 3                                | .....         | .....                  | 105                     |
| Model School.. .....      | ...           | .....        | 70x60                  | ...            | .....          | 128            | 1                | 3              | ...                     | ...           | 128                         | 6                                | .....         | .....                  | 203                     |
| Hayes Valley .....        | 1862          | 137½x137½    | 27½x71½                | ...            | .....          | 124            | 1                | 2              | 60                      | ...           | 64                          | 14                               | 3,500         | 4,130                  | 627                     |
| San Bruno .....           | 1864          | 100x200      | 29½x46                 | ...            | .....          | 120            | 1                | 2              | ...                     | ...           | ...                         | ...                              | 1,000         | 3,517                  | .....                   |
| Chinese .....             | ...           | .....        | .....                  | ...            | .....          | 48             | 1                | 1              | ...                     | 24            | ...                         | ...                              | .....         | .....                  | 166                     |
| Colored .....             | 1864          | 69½x91½      | 30½x76½                | ...            | .....          | 116            | 1                | 2              | 52                      | ...           | 64                          | 6                                | 6,000         | 4,435                  | 498                     |
| State Normal .....        | ...           | 80x80        | 80x60                  | ...            | .....          | 178            | 1                | 4              | 98                      | 40            | ...                         | 7                                | .....         | .....                  | 1,320                   |
| Fifth and Market St. .... | 1865          | 175x175      | 63½x141½               | 2              | 18x33          | 900            | 3                | 18             | ...                     | ...           | ...                         | ...                              | 25,000        | 81,000                 | .....                   |
| TOTALS .....              |               |              |                        |                |                | 8153           |                  | 144            | 2523                    | 747           | 2638                        | 526                              | \$ 187,311    | \$ 274,624             | \$ 37,235               |

TABLE IV.—ESTIMATE OF EXPENDITURES—1864-65.

## CURRENT EXPENDITURES.

|                                      |              |              |
|--------------------------------------|--------------|--------------|
| Teachers' Salaries.....              | \$133,000 00 |              |
| Janitors' Salaries.....              | 8,500 00     |              |
| Carpenters' Salaries.....            | 2,400 00     |              |
| Clerk's Salary.....                  | 1,500 00     |              |
| Census Marshals.....                 | 670 00       |              |
| Insurance.....                       | 1,300 00     |              |
| Lights.....                          | 400 00       |              |
| Water.....                           | 300 00       |              |
| Furniture.....                       | 12,000 00    |              |
| Books and Supplies for Schools.....  | 3,500 00     |              |
| Printing and Stationery for Board .. | 500 00       |              |
| Rents.....                           | 9,500 00     |              |
| Fuel.....                            | 1,600 00     |              |
| Incidentals.....                     | 2,000 00     |              |
| Philosophical Apparatus.....         | 1,700 00     |              |
|                                      | <hr/>        | \$178,870 00 |

## BUILDING AND FUND ACCOUNTS.

|                                                 |              |            |
|-------------------------------------------------|--------------|------------|
| Grading and Fencing.....                        | \$10,000 00  |            |
| Industrial School.....                          | 2,400 00     |            |
| High School Mortgage.....                       | 1,733 33     |            |
| Sinking Fund—redemption of School<br>Bonds..... | 12,500 00    |            |
| Interest on Bonds.....                          | 10,890 00    |            |
| Purchase of Lot on Tehama Street..              | 9,500 00     |            |
| Contract—School House, Fifth Street             | 81,000 00    |            |
| Contract—School House, Potrero St.              | 2,150 00     |            |
| Contract—School House, San Bruno<br>Street..... | 3,480 00     |            |
| Architects' Fees.....                           | 4,000 00     |            |
| Alterations & repairs, Schoolhouses..           | 10,000 00    | 147,653 33 |
|                                                 | <hr/>        | <hr/>      |
| Total.....                                      | \$326,523 33 |            |

# SUMMARY

## OF

### TEACHERS' ANNUAL REPORTS

#### OF THE SCHOOL ATTENDANCE.

TABLE V.—SCHOOL YEAR ENDING AUGUST 31st, 1864.

| SCHOOLS.              | Whole number of Boys enrolled. | Whole number of Girls enrolled. | Total enrolled. | Average number being long. | Average daily attendance. | Per cent. of attendance. | Number of classes in School. |
|-----------------------|--------------------------------|---------------------------------|-----------------|----------------------------|---------------------------|--------------------------|------------------------------|
| High .....            | ....                           | ....                            | 230             | 112                        | 107                       | ·957                     | 4                            |
| Union Grammar.....    | 214                            | 142                             | 358             | 198                        | 189                       | ·954                     | 5                            |
| Union Primary .....   | 390                            | 353                             | 743             | 383                        | 366                       | ·955                     | 7                            |
| Mason Street Grammar  | 298                            | 313                             | 611             | 350                        | 330                       | ·942                     | 7                            |
| Bush “ “              | 364                            | 500                             | 864             | 597                        | 547                       | ·914                     | 12                           |
| Rincon “ “            | 523                            | 524                             | 1047            | 603                        | 560                       | ·925                     | 12                           |
| Mission “ “           | 344                            | 365                             | 709             | 332                        | 307                       | ·924                     | 6                            |
| Spring Valley “       | 205                            | 148                             | 353             | 219                        | 194                       | ·885                     | 4                            |
| Greenwich St. Primary | 292                            | 255                             | 547             | 291                        | 278                       | ·951                     | 6                            |
| Powell Street Primary | 391                            | 375                             | 766             | 506                        | 456                       | ·901                     | 8                            |
| Hyde “ “              | 244                            | 200                             | 444             | 238                        | 220                       | ·924                     | 4                            |
| Sutter “ “            | 225                            | 259                             | 484             | 223                        | 207                       | ·928                     | 4                            |
| Market “ “            | 502                            | 398                             | 900             | 452                        | 421                       | ·931                     | 8                            |
| Fourth “ “            | 627                            | 483                             | 1110            | 562                        | 526                       | ·953                     | 10                           |
| Second “ “            | 138                            | 141                             | 279             | 251                        | 242                       | ·964                     | 4                            |
| Montgomery St. “      | 202                            | 188                             | 390             | 202                        | 191                       | ·945                     | 4                            |
| Hayes Valley “        | 40                             | 39                              | 79              | 51                         | 48                        | ·941                     | 2                            |
| Eighth Street “       | 51                             | 39                              | 90              | 64                         | 60                        | ·945                     | 1                            |
| Model School.....     | ...                            | ...                             | 304             | 179                        | 133                       | ·743                     | 2                            |
| Colored “ .....       | 74                             | 64                              | 138             | 65                         | 58                        | ·892                     | 2                            |
| Chinese “ .....       | ...                            | ...                             | 119             | 33                         | 30                        | ·909                     | 1                            |
| Evening “ .....       | 418                            | ...                             | 418             | ...                        | ...                       | ...                      | 4                            |
| Totals .....          | 5542                           | 4786                            | 10,983          | 5911                       | 5470                      | 925                      | 117                          |



TABLE No. VI.—SCHOOL CENSUS TAKEN AUGUST, 1864.

| DISTRICTS.      | Number of Boys between 4 and 18 years of age. | Number of Girls between 4 and 18 years of age. | Total number of White Children between 4 and 18 years of age. | Number of White Children under 4 years of age. | Number of White Children between 18 and 21 years of age. | Number of White Children under 21, born in Cal. | Number of Children between 4 and 6 years of age. | No. of Children between 4 and 6 years of age, attending Private Schools. | Total number of Children reported as attending Public Schools. | Total number of Children reported as attending Private Schools. | Number of Children between 6 and 8 years of age not attending any School. | No. of Indian Children between 4 and 18 years of age. | No. Mongolian Children between 4 and 18 years of age. | No. of Negro Children between 4 and 18 years of age. | No. Deaf & Dumb children between 4 and 18 years of age. | Number of blind children between 14 and 18 yrs. of age. | Total Number of white children under 21 years of age. |
|-----------------|-----------------------------------------------|------------------------------------------------|---------------------------------------------------------------|------------------------------------------------|----------------------------------------------------------|-------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------|
| First District. | 673                                           | 649                                            | 1322                                                          | 874                                            | 36                                                       | 1476                                            | 163                                              | 25                                                                       | 487                                                            | 286                                                             | 208                                                                       | 2                                                     | 1                                                     | 10                                                   |                                                         | 2                                                       | 2,232                                                 |
| Second "        | 1120                                          | 1096                                           | 2216                                                          | 1304                                           | 122                                                      | 2293                                            | 472                                              | 96                                                                       | 903                                                            | 608                                                             | 247                                                                       |                                                       | 5                                                     | 65                                                   |                                                         |                                                         | 3,642                                                 |
| Third "         |                                               |                                                |                                                               |                                                |                                                          |                                                 |                                                  |                                                                          |                                                                |                                                                 |                                                                           |                                                       |                                                       |                                                      |                                                         |                                                         |                                                       |
| Fourth "        | 1848                                          | 1909                                           | 3757                                                          | 1814                                           | 448                                                      | 3199                                            | 566                                              | 90                                                                       | 1239                                                           | 951                                                             | 515                                                                       | 13                                                    | 390                                                   | 144                                                  | 1                                                       | 1                                                       | 6,019                                                 |
| Fifth "         |                                               |                                                |                                                               |                                                |                                                          |                                                 |                                                  |                                                                          |                                                                |                                                                 |                                                                           |                                                       |                                                       |                                                      |                                                         |                                                         |                                                       |
| Sixth "         |                                               |                                                |                                                               |                                                |                                                          |                                                 |                                                  |                                                                          |                                                                |                                                                 |                                                                           |                                                       |                                                       |                                                      |                                                         |                                                         |                                                       |
| Seventh "       | 931                                           | 946                                            | 1877                                                          | 1235                                           | 192                                                      | 1794                                            | 415                                              | 46                                                                       | 648                                                            | 523                                                             | 337                                                                       | 7                                                     | 12                                                    | 4                                                    |                                                         | 1                                                       | 3,304                                                 |
| Eight "         | 1208                                          | 1198                                           | 2406                                                          | 1523                                           | 94                                                       | 2638                                            | 455                                              | 13                                                                       | 832                                                            | 663                                                             | 322                                                                       | 5                                                     | 2                                                     | 11                                                   |                                                         | 1                                                       | 4,023                                                 |
| Ninth "         | 590                                           | 663                                            | 1253                                                          | 784                                            | 103                                                      | 1282                                            | 338                                              | 47                                                                       | 377                                                            | 363                                                             | 202                                                                       | 11                                                    | 11                                                    | 2                                                    |                                                         |                                                         | 2,140                                                 |
| Tenth "         | 1519                                          | 1591                                           | 3110                                                          | 1830                                           | 65                                                       | 2927                                            | 708                                              | 93                                                                       | 1103                                                           | 888                                                             | 402                                                                       | 5                                                     | 11                                                    | 10                                                   | 2                                                       |                                                         | 5,005                                                 |
| Eleventh "      | 761                                           | 803                                            | 1564                                                          | 968                                            | 58                                                       | 1655                                            | 355                                              | 42                                                                       | 527                                                            | 382                                                             | 253                                                                       | 6                                                     |                                                       | 3                                                    | 25                                                      | 19                                                      | 2,590                                                 |
| Twelfth "       | 622                                           | 620                                            | 1243                                                          | 642                                            | 39                                                       | 1057                                            | 275                                              | 8                                                                        | 445                                                            | 159                                                             | 167                                                                       | 1                                                     |                                                       | 9                                                    |                                                         |                                                         | 1,924                                                 |
| Totals...       | 9273                                          | 9475                                           | 18,748                                                        | 10,974                                         | 1157                                                     | 18,321                                          | 3747                                             | 454                                                                      | 6561                                                           | 4823                                                            | 2653                                                                      | 55                                                    | 434                                                   | 269                                                  | 28                                                      | 25                                                      | 30,879                                                |

Total of all the races named.....31,637



TABLE VII.—SALARIES OF TEACHERS—1864-'65.

## BOYS' HIGH SCHOOL.

|                                 |             |            |
|---------------------------------|-------------|------------|
| One Principal .....             | (male)..... | \$2,500 00 |
| One Teacher of Mathematics..... | “ .....     | 2,400 00   |
| One Teacher of Classics.....    | “ .....     | 2,400 00   |

## GIRLS' HIGH SCHOOL.

|                                 |                   |            |
|---------------------------------|-------------------|------------|
| One Principal (male).....       |                   | \$2,500 00 |
| Two Assistants, .....           | (female) each.... | 1,200 00   |
| One Teacher of Modern Languages | “ .....           | 1,800 00   |

## GRAMMAR SCHOOLS.

|                                |                    |            |
|--------------------------------|--------------------|------------|
| Six Grammar Masters, each..... |                    | \$2,100 00 |
| One Sub.-Master.....           |                    | 1,500 00   |
| Four First Assistants, ....    | (female) each..... | 960 00     |
| Four Special Assistants,...    | “ “ .....          | 870 00     |
| Fifteen Assistants,.....       | “ “ .....          | 810 00     |
| Three Pupil Teachers,.....     | “ “ .....          | 500 00     |

## PRIMARY SCHOOLS.

|                                                   |                    |                    |
|---------------------------------------------------|--------------------|--------------------|
| One Principal (male).....                         |                    | \$1,500 00         |
| Five Principals,.....                             | (female) each..... | 1,020 00           |
| Five First Assistants,.....                       | “ “ .....          | 870 00             |
| Forty Assistants,.....                            | “ “ .....          | 810 00             |
| Fourteen Pupil Teachers,.....                     | “ “ .....          | 500 00             |
| One Principal of Modern School                    | “ .....            | 960 00             |
| One Teacher of Chinese School.....                | (male).....        | 960 00             |
| One Teacher of Colored School,.....               | “ ..               | 1,050 00           |
| One Teacher of Eighth Street School.....          | “ ..               | 840 00             |
| One Principal of Hayes Valley School.....         | “ ..               | 960 00             |
| One Principal of Montgomery Street School         | “ ..               | 900 00             |
| One Principal of Second Street School ....        | “ ..               | 900 00             |
| One Principal of Third Street School.....         | “ ..               | 870 00             |
| One Principal of Evening School, ....             | (male)....         | \$75 per month.    |
| Three Assistant Teachers of Evening School, each, |                    | \$62 50 per month. |

Two Music Teachers,..... (male) each \$150 00  
 Two Teachers of Penmanship,..... " " 150 00  
 One Teacher of Calisthenics & Gymnastics (male), \$175 for  
 three months.

Total number of Teachers,.....122

#### TABLE VIII.—NUMBER AND LOCATION OF SCHOOLS.

Girls' High School.....Corner of Bush and Stockton Streets  
 Boys' High School.....Powell Street, near Clay  
 City Normal School.....Powell Street, near Clay

#### GRAMMAR SCHOOLS.

- No. 1.—Union street, near Montgomery.  
 “ 2.—Corner of Mason and Washington streets.  
 “ 3.—Corner of Bush and Taylor streets.  
 “ 4.—Vassar Place, Harrison street, between 2d and 3d.  
 “ 5.—Mission street, between Fifteenth and Sixteenth.  
 “ 6.—Spring Valley, between Franklin and Gough streets.

#### PRIMARY SCHOOLS.

- No. 1.—Union street, near Montgomery.  
 “ 2.—Greenwich street, near Taylor.  
 “ 3.—Powell street, near Jackson.  
 “ 4.—Bush street, near Hyde.  
 “ 5.—Sutter street, near Kearny.  
 “ 6.—Market street, near Fifth.  
 “ 7.—Vassar Place, Harrison street, between 2d and 3d.  
 “ 8.—Corner of Fourth and Clary streets.  
 “ 9.—Grove street, near Larkin.  
 “ 10.—Montgomery street, between Pacific and Broadway  
 “ 11.—Corner of Mission and Second streets.  
 “ 12.—Eight street, near Harrison.  
 “ 13.—Third street, near Harrison.

Chinese School—Corner of Sacramento and Stockton streets.

Colored School—Broadway street, between Powell and Mason

Model School—Fourth street, near Jessie.

State Normal School—Post street, near Kearny.

# SCHOOLS AND TEACHERS.

---

## 1.

BOYS' HIGH SCHOOL, (Southwest corner of Powell and Clay streets.)

|                              |                                                   |
|------------------------------|---------------------------------------------------|
| Mr. G. W. Minns, . . .       | <i>Principal, and Teacher of Natural Sciences</i> |
| Mr. T. Bradley, . . . . .    | <i>Teacher of Mathematics</i>                     |
| Mr. G. W. Bunnell, . . . . . | <i>Teacher of Ancient Languages</i>               |

## 2.

GIRLS' HIGH SCHOOL, (corner of Bush and Stockton streets.)

|                               |                                    |
|-------------------------------|------------------------------------|
| Mr. E. H. Holmes, . . . . .   | <i>Principal</i>                   |
| Miss M. S. Bodwell, . . . . . | <i>Assistant</i>                   |
| Miss M. F. Austin, . . . . .  | <i>Assistant</i>                   |
| Mme. V. Brisac, . . . . .     | <i>Teacher of Modern Languages</i> |

## 3.

UNION STREET GRAMMAR SCHOOL.

|                               |                          |
|-------------------------------|--------------------------|
| Mr. T. S. Myrick, . . . . .   | <i>Principal</i>         |
| Miss M. R. Warren, . . . . .  | <i>Special Assistant</i> |
| Miss L. Kennedy, . . . . .    | <i>First Assistant</i>   |
| Miss S. A. Jessup, . . . . .  | <i>Assistant</i>         |
| Miss E. M. Tibbey, . . . . .  | <i>Assistant</i>         |
| Miss E. M. Bullene, . . . . . | <i>Assistant</i>         |
| Miss A. F. Aldrich, . . . . . | <i>Assistant</i>         |
| Miss H. A. Grant, . . . . .   | <i>Assistant</i>         |
| Mrs. A. Griffith, . . . . .   | <i>Assistant</i>         |
| Miss S. S. Sherman, . . . . . | <i>Pupil Teacher</i>     |
| Miss C. Cummings, . . . . .   | <i>Pupil Teacher</i>     |
| Miss Ellen Grant, . . . . .   | <i>Pupil Teacher</i>     |

## 4.

MASON GRAMMAR SCHOOL.

|                                  |                          |
|----------------------------------|--------------------------|
| Mr. James Stratton, . . . . .    | <i>Principal</i>         |
| Miss D. S. Prescott, . . . . .   | <i>First Assistant</i>   |
| Miss S. S. Knapp, . . . . .      | <i>Special Assistant</i> |
| Miss H. F. Richardson, . . . . . | <i>Assistant</i>         |

|                     |           |
|---------------------|-----------|
| Miss S. J. White,   | Assistant |
| Miss F. A. Stowell, | Assistant |
| Miss G. Price,      | Assistant |

## 5.

## BUSH AND TAYLOR STREET SCHOOL.

|                      |                   |
|----------------------|-------------------|
| Mr. James Denman,    | Principal         |
| Mrs. L. A. Morgan,   | First Assistant   |
| Miss L. E. Field,    | Special Assistant |
| Mrs. M. J. Warren,   | Assistant         |
| Miss E. M. Tiebout,  | Assistant         |
| Mrs. F. E. Reynolds, | Assistant         |
| Miss E. A. Shaw,     | Assistant         |
| Miss J. B. Burrell,  | Assistant         |
| Mrs. H. P. Gates,    | Assistant         |
| Miss C. A. Sherman,  | Assistant         |
| Mr. J. G. Hoitt,     | Sub.-Master       |

## 6.

## RINCON GRAMMAR SCHOOL.

|                         |                   |
|-------------------------|-------------------|
| Mr. J. C. Pelton,       | Principal         |
| Miss C. V. Benjamin,    | First Assistant   |
| Miss H. Thompson,       | Special Assistant |
| Miss M. E. A. Phillips, | Assistant         |
| Miss Francis Lynch,     | Assistant         |
| Miss M. E. Stowell,     | Assistant         |
| Mrs. M. S. P. Nichols,  | Assistant         |
| Miss L. F. Hitchings,   | Assistant         |
| Miss S. L. Hobart,      | Pupil Teacher     |
| Miss M. Wade,           | Pupil Teacher     |

## 7.

## MISSION STREET SCHOOL.

|                        |                 |
|------------------------|-----------------|
| Mr. T. C. Leonard,     | Principal       |
| Miss A. A. Rowe,       | First Assistant |
| Miss A. A. Hill,       | Assistant       |
| Miss Jessie Smith,     | Assistant       |
| Miss N. M. Chadbourne, | Assistant       |
| Miss L. S. Swain,      | Pupil Teacher   |

## 8.

## SPRING VALLEY SCHOOL.

|                               |                        |
|-------------------------------|------------------------|
| Mr. B. Marks, .....           | <i>Principal</i>       |
| Miss H. A. Haneke, .....      | <i>First Assistant</i> |
| Miss M. A. Buffum, .....      | <i>Assistant</i>       |
| Miss Josephine Barkley, ..... | <i>Pupil Teacher</i>   |

## 9.

## THIRD STREET SCHOOL.

|                           |  |
|---------------------------|--|
| Miss P. M. Stowell, ..... |  |
| Miss Lizzie Jewett, ..... |  |

## 10.

## GREENWICH STREET PRIMARY SCHOOL.

|                             |                      |
|-----------------------------|----------------------|
| Miss Kate Kennedy, .....    | <i>Principal</i>     |
| Miss C. M. Pattee, .....    | <i>Assistant</i>     |
| Miss M. Keith, .....        | <i>Assistant</i>     |
| Miss S. M. Scotchler, ..... | <i>Assistant</i>     |
| Miss L. B. Easton, .....    | <i>Pupil Teacher</i> |
| Miss A. Chalmers, .....     | <i>Pupil Teacher</i> |

## 11.

## POWELL STREET PRIMARY SCHOOL.

|                             |                        |
|-----------------------------|------------------------|
| Miss M. E. Clark, .....     | <i>Principal</i>       |
| Miss E. S. Forrester, ..... | <i>First Assistant</i> |
| Miss H. A. Bowers, .....    | <i>Assistant</i>       |
| Miss E. T. Snow, .....      | <i>Assistant</i>       |
| Miss S. E. Thurton, .....   | <i>Assistant</i>       |
| Miss C. A. Coffin, .....    | <i>Assistant</i>       |
| Mrs. M. W. Phelps, .....    | <i>Assistant</i>       |
| Miss M. J. Richie, .....    | <i>Pupil Teacher</i>   |

## 12.

## HYDE STREET PRIMARY SCHOOL.

|                             |                      |
|-----------------------------|----------------------|
| Miss Alice Bunnell, .....   | <i>Principal</i>     |
| Miss L. A. Humphreys, ..... | <i>Assistant</i>     |
| Miss L. A. Pritchard, ..... | <i>Assistant</i>     |
| Miss A. B. Chalmers, .....  | <i>Pupil Teacher</i> |



## 13.

## SUTTER STREET PRIMARY SCHOOL.

|                            |                      |
|----------------------------|----------------------|
| Miss A. E. Du Bois,.....   | <i>Principal</i>     |
| Miss C. L. Hunt,.....      | <i>Assistant</i>     |
| Miss J. M. A. Hurley,..... | <i>Assistant</i>     |
| Miss L. A. Hardy,.....     | <i>Pupil Teacher</i> |

## 14.

## FIFTH AND MARKET STREET PRIMARY SCHOOL.

|                            |                        |
|----------------------------|------------------------|
| Mrs. C. H. Stout,.....     | <i>Principal</i>       |
| Mrs. P. C. Cook,.....      | <i>First Assistant</i> |
| Mrs. M. T. Kimball,.....   | <i>Assistant</i>       |
| Miss N. Sturtevant,.....   | <i>Assistant</i>       |
| Miss M. E. Very,.....      | <i>Assistant</i>       |
| Miss A. Kenny,.....        | <i>Assistant</i>       |
| Miss L. Smith,.....        | <i>Assistant</i>       |
| Miss M. A. Humphreys,..... | <i>Assistant</i>       |

## 15.

## FOURTH AND CLARY STREET PRIMARY SCHOOL.

|                            |                        |
|----------------------------|------------------------|
| Mr. A. E. McGlynn,.....    | <i>Principal</i>       |
| Miss A. Louder,.....       | <i>First Assistant</i> |
| Miss J. Hahnen,.....       | <i>Assistant</i>       |
| Miss S. G. Bunker,.....    | <i>Assistant</i>       |
| Miss E. Overend,.....      | <i>Assistant</i>       |
| Miss M. A. Salisbury,..... | <i>Assistant</i>       |
| Miss A. E. Slavan,.....    | <i>Assistant</i>       |
| Mrs. H. E. Packer,.....    | <i>Assistant</i>       |
| Miss M. McKenzie,.....     | <i>Assistant</i>       |
| Miss Kate V. Darling,..... | <i>Assistant</i>       |

## 16.

## MONTGOMERY STREET PRIMARY SCHOOL.

|                         |                  |
|-------------------------|------------------|
| Miss A. S. Moses,.....  | <i>Principal</i> |
| Miss P. A. Fink,.....   | <i>Assistant</i> |
| Miss H. F. Parker,..... | <i>Assistant</i> |
| Ellen Cushing,.....     | <i>Assistant</i> |

## 17.

## HAYES VALLEY PRIMARY SCHOOL.

|                           |                      |
|---------------------------|----------------------|
| Miss L. J. Mastick, ..... | <i>Principal</i>     |
| Miss Jennie Gunn, .....   | <i>Pupil Teacher</i> |

## 18.

## SECOND STREET PRIMARY SCHOOL.

|                          |                      |
|--------------------------|----------------------|
| Mrs. C. L. Atwood, ..... | <i>Principal</i>     |
| Mrs. S. N. Joseph, ..... | <i>Assistant</i>     |
| Miss C. E. Damon, .....  | <i>Assistant</i>     |
| Miss Jennie Smith, ..... | <i>Pupil Teacher</i> |

## 19.

## EIGHTH STREET PRIMARY SCHOOL.

|                          |                  |
|--------------------------|------------------|
| Miss May Williams, ..... | <i>Principal</i> |
|--------------------------|------------------|

## 20.

## FOURTH STREET MODEL SCHOOL.

|                            |                      |
|----------------------------|----------------------|
| Miss Kate Sullivan, .....  | <i>Principal</i>     |
| Miss Mary Goldsmith, ..... | <i>Pupil Teacher</i> |

## 21.

## COLORED SCHOOL.

|                            |                  |
|----------------------------|------------------|
| Mr. J. B. Sanderson, ..... | <i>Principal</i> |
| Miss P. Stewart, .....     | <i>Assistant</i> |

## 22.

## CHINESE SCHOOL.

|                       |                  |
|-----------------------|------------------|
| Mr. B. Lanctot, ..... | <i>Principal</i> |
|-----------------------|------------------|

## 23.

## NORMAL SCHOOL.

|                        |                |
|------------------------|----------------|
| Mr. G. W. Minns, ..... | <i>Teacher</i> |
|------------------------|----------------|

## SPECIAL TEACHERS.

|                           |                            |
|---------------------------|----------------------------|
| Mr. F. K. Mitchell, ..... | <i>Teacher of Music</i>    |
| Mr. W. Elliot, .....      | <i>Teacher of Music</i>    |
| Mr. Hubert Burgess, ..... | <i>Drawing and Writing</i> |
| Mr. F. Seregni, .....     | <i>Drawing and Writing</i> |
| Mr. C. J. Robinson, ..... | <i>Calisthenics</i>        |

# ADDRESS

OF THE

## REV. DR. BELLOWS.

Delivered at the

Dedication of the DENMAN GRAMMAR SCHOOL, Thursday, September 22d, 1864.

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[PHONOGRAPHICALLY REPORTED.]

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*Mr. President, and Gentlemen of the Board of Education, Mr. Mayor, and Fellow-Citizens:* I rejoice to be permitted to pass an hour or two of the last precious day of my stay on this coast in a scene like this; and in the participation in a pleasure so pure and so high. I feel as if that long voyage that lies between me and the Atlantic States were abolished; for I find myself, in the midst of this assembly, as it were, in old Boston again—a copy of one of her beautiful school-houses before me, and the familiar scenes around me which I have so often witnessed in the city of my boast, and pride, and birth—Boston;—for twenty-five years of life in New York have not sufficed to wean me from the maternal breast, from which I nursed the early milk of education, of liberty, of patriotism, of life. And, therefore, it is with pride and joy that I see a Boston school-house erected here in the midst of San Francisco; and not only a Boston school-house, but I see Boston men about me, and Boston children before me, and Boston ideas, and Boston hopes, and Boston patriotism, gleaming in the eyes and faces of all these youth that represent Young America and Young California. I say Boston, not because there are not other just as good parts of the country—as Cincinnati, Chicago, St. Louis, Philadelphia, or New York—but they are all represented by that word “Boston.”

I do not know, young people whom I see before me, whom it is my pleasure and duty most to address, these seniors, these grave and elderly people about me [for I find that anybody in California who is over about forty years of age is a very venerable member of society], or you young folks.

I wonder if you know all the privileges and glories of your great opportunity here. I wonder if you know how many of us old fellows—for I have come to be very old here in California—father, and grand-father, and I know not but beyond that even,—I wonder if you know how some of us would like to be back where you are, and go to school as you go to school, under all the peculiar and glorious privileges that belong to your generation and your position. If there is any place in the world where children ought to go to school, and ought to love to go to school, it is here in California; for there is no place in the world where external nature, and political and social circumstances, are stimulating the human mind in such extraordinary measure and degree. And do you know, that just in proportion to the amount of motion, activity, and excitement that stimulates the mind and heart of man, is the necessity of that drill and training which can reduce these powerful instincts of human passion, human desire, human aspirations, and interests, to something like a well-regulated control? The human heart is liable to burst out here in California, in strong passion, power, and vitality, and to exhibit its purposes in larger and more tumultuous measures, than in any other place on the earth; and it is the duty of schools and churches to harness these tremendous powers, to put them into the thills, to subject them to the reins, and to obedience, that they may not run away with our social order, and hurl it into swift destruction.

And I do not think the good people of California fully appreciate the fact that they have not yet begun to know what thing California is going to be,—that they are the heirs of an old state of society. Full of the thoughts, full of the wholesome prejudices and partialities, full of the institutional tendencies,

and with all the restraints that belong to the condition of life and things in which they were educated at home, they will always remember the places from which they came. They have transplanted here their churches, and schools, and customs, and usages, and are in the enjoyment of the protection, and under the inspiration of that country which they remember.

But how is it to be with the rising generation, that “know not Joseph?” How is it to be with those that do not remember the old customs and places, and know not what their institutions were? We cannot know what the inevitable tendency of things must be when this new generation shall be left, the old generation having died off, in the full and absolute control of the future of this coast. I tell you one thing—I do not like to say it, for I do not want to abate hope, or confidence, or pride—but I tell the people of California, that in some respects they have seen their best days. I tell the people of California, that there are difficulties before their State, and before this whole Pacific Coast, of which few of them seem to be aware, or prepared for. Few here seem to me to know and appreciate the fact that the old influence will necessarily, in a large degree, die out with the generation that brought it here, and that the new generation can never be fully inoculated with those influences that are so precious, and which they have brought with them. You little know—you little know—what this coast owes to its parentage. But it is to be orphaned before a great while, and then what the orphan boy of California will do or become is a matter of the greatest uncertainty, and of the most solemn anxiety, and a matter in which every good citizen, whether in church, school, or State, ought to concern himself, with the profoundest resolution, and the devotion of all his energies, to preparing, as far as may be, a cloudless prospect for our young State. Therefore, it is, that I look upon our churches and schools and all the softening and refining influences that we can by any possible means introduce into this community, with the profoundest approbation and the most tender sympathy and love.



Now, what are you going to do, young people, with the opportunity that Divine Providence has given you to-day? I am glad to see so many girls here to-day—let me call them girls; I do not believe in young ladies until they are eighteen at least [laughter]—let me say to these girls that I rejoice to see so many of them here to-day. I am glad you are here, because I want to say a word or two to you in a fatherly way, which, though it may not be very pleasant to hear now, may at least be useful to reflect upon as you grow older. I think the girlhood of California needs especial attention and care. How delighted I was to hear our Mayor draw that important distinction between education and training—between that which goes to the formation of character, and that which goes to storing and stimulating the mind. Knowledge is a very great thing, young ladies and young people; wisdom is much greater—the wisdom to know how to live gentle, pure, useful, and religious lives; how to become good daughters, good sisters, and presently, good mothers; how to become good guides and conductors of those great interests that God have entrusted to womanhood. Now I say, and I say with regret, that there are certain tendencies in our California life—girls, I am speaking to you—certain tendencies in our California life which are not favorable to the harmonious, delicate influences of womanhood. There is a coarsening influence in your air. You know, and see, and hear much that it were well you should not. You are too eager to get forward into life; not contented enough to be little girls, or any kind of girls, but women. You press forward too eagerly and proudly into places which you ought to shrink to take. You need to cultivate, in short, more of reserve, more of that shrinking from the world, more of that delicate retirement or modesty of spirit which is the true robe and grace of womanhood. I know how it has been in this country; how woman here has had to buckle on and contend with the fierce necessities of life, and become almost a man, and to do a man's work, in a large part of the country. And if that necessity is laid upon woman, it is her duty and honor to rise to the occasion,

and do whatever Divine Providence has given her to do. But do not let us come to think that women are merely men in petticoats. Let us keep up at least the fiction that Divine Providence has assigned a different place, a different sphere, and different duties to your sex. And California needs all the tenderness, all the delicacy, all the discipline, that comes from a gentle, affectionate, reserved, modest race of young women.

I tell you this—that the domestic life of California is the most unpromising thing here ; that you have not yet established it, nor even the foundations of it ; that you do not yet know what the true domestic life is. And nothing in the world impresses itself upon the stranger so painfully as that one thing, that domestic life here is not yet fitly developed—is not yet upon a high plane or standard, and there is much—oh, how much!—to learn. There is one thing about your climate that is a great calamity. I suppose you think it a privilege to be able to do without fires to a considerable extent ; but oh ! do you reflect what it is to be without a fire on the hearth ? to be without a fireside, and have no fireside habits ? Do you remember all the joys connected with that sacred flame ? Next to the holy flame of piety, perhaps the most precious that ever burns on any altar in the world is the flame enkindled upon the family hearth. Now you cannot change your climate, and you do not want to, I suppose ; but do strive to cultivate more and more the home influence. And it falls to you, young women, more than to any one else, to do it ; it is on your shoulders, girls, that the burden rests, to study what you can do to make home more happy, more sacred, more refined, more all it ought to be, and what I am sure it is in your blood to make it, if you only will.

In regard to the separation of the sexes which has been mentioned, do I understand that this is the first school in which that has been attempted in San Francisco ?

Well, as one who has long been an observer in matters of education, I am glad of the experiment. I think it will succeed, and it ought to. It falls exactly into the line of my thought in regard to this community and its wants. We do not

want the sexes mixed too early in this community ; we want to keep our boys and girls in separate parcels for a while, and I believe you will find great advantage in it.

It is deplorable to me to hear that there are so many children who go to neither private nor public schools. I declare, I think it would be well to have the law of Prussia enforced here, making it compulsory to send all children to school. I think an enlightened community would enforce such a law. A man has no business and no right to grow up in ignorance. If he does, he is a nuisance and a peril to society. He is a barrel of gunpowder in the midst of lucifer matches, liable to go off at any moment. Society has a right to insist that they shall not be annoyed by murderers, by drunkards, and by every other form of evil and peril that springs from ignorance, and especially by men who know nothing of the duties of citizenship, and have not intelligence enough to appreciate the value of schools, and churches, and colleges, and all the institutions of an enlightened Government. Therefore, when the Government comes to understand its duties, I believe it will, in this country at least, make it imperative upon every parent to send his children to school. I wish it were a penal offense to bring up a child in ignorance. These two thousand or more boys, now running idly about your streets—their precise number I do not know—but I know there is enough of them fill my mind with much solicitude and anxiety. As I have heard and seen them around the streets and squares, perhaps with cigars in their mouths, talking disgusting profanity and obscenity, I have said to myself, what is to become of a city in which hundreds of these “ b’-hoys,” as they call them in New York, are suffered to grow up in ignorance, idleness, and vice, to be hereafter let loose to undermine the foundations of social and political order?

Build school-houses, in God’s name, as the greatest of all social economies. Tax your citizens, no matter how much, for education. I say every dollar a man pays for education, puts a dollar in his own pocket. It insures his house ; it insures his

life; it insures his property; it is the cheapest kind of insurance he can effect. And therefore, all this idle, ridiculous talk about the cost of schools, the cost of churches, and the cost of whatever regulates, stimulates, and elevates the mind and heart of man, is the absurd and superficial gabble of persons without hearts or minds of intelligence. Let us never listen to it. I hope the Board of Education will make the ears of the city ring, if there are any complaints about the demands that may be made upon the city, for the cause of education. Not that I care much for the beauty of churches or school-houses; I care a great deal more for convenience, and ventilation, and ampleness of room, than for mere architectural beauty. Let us have them built at any rate, and then, if we can, let us beautify and adorn the temples of religion and education, for they deserve all the honors we can give them. They are the pillars of the State, and let their columns be wreathed with flowers, carved with beautiful shapes, and decorated and adorned with all that skill, and taste, and genius can impart to them. But if we cannot have the ornaments, let us have what is all-essential, room enough, air enough, light enough, and what is more important than all else, wise, earnest, apt teachers.

Let us have in our schools men and women who are apt to teach. Aptness to teach is not in proportion to knowledge. Some men are like full bottles, so filled with knowledge that you cannot get anything out of them. Aptness is the especial faculty and fitness of the teacher. I have been in colleges where, perhaps, one young man would be the only inspiring professor engaged in teaching, and all the others would be so scholastic, such mere bookworms, and so absorbed in learning, that to them teaching would be a drudgery, which they would perform in a perfunctory way, and as soon as possible retire again to their books, interested only perhaps in editing some Greek classic, or in investigating the remains of some megalonyx, or in an inquiry into some geological structure, rather than in imparting from his stores of knowledge to youthful minds. We do not want such men in our schools. We want men with



keen and cultivated intellect, and moral enthusiasm ; men who go about teaching with a perfect zest, and a full appreciation of the importance of their trust ; men with the moral and intellectual enthusiasm to elevate the children under their care, and an ability to impart what they know. Those are the qualities for teachers—always, of course, including sound morality and properly trained intellects and understandings. And I have reason to think you have many such teachers here, for I find many of our best people have come out here and engaged in the business of teaching. And as I have had occasion heretofore to observe in regard to the clerical profession, that here in California the average of clergymen seemed to be far beyond the average at home, so I am inclined to think that your teaching class here will average higher than what satisfies us at home. And so it should be, for it takes a better, wiser man to guide these tramping, rushing, vigorous steeds before me here, than to guide our own young people in the ruts already beaten, and the more plodding ways in which our people go on.

Well, here I see before me Young California. Now I leave this State, and I leave it in your hands. The succeeding generations are flowing in here, as the successive waves beat upon your Pacific Coast. This is the future. This is the tide rushing in, its waves following, rank on rank, and breaking at our feet. What is it to bring with it? This schoolhouse is dedicated by the prayers of your chaplain to the service and honor of Almighty God. It is in some sense a church ; not the church of any sect or denomination, but a church—for it includes, O how much!—of the kingdom of God. For the minds of men, and the minds of women, and the mental, and moral, and spiritual power that is wrapped up in your social organization—these are the basis on which all religion, all politics, all useful mechanic arts, and all else that is to make and to adorn the future of California must repose. The wealth of this State—I say it with literal application—is not in her mines, not in her soil, not in her commerce, not in her climate ; it is in her population. More, of all that is valuable to God and man lies



hidden in your young brains here, than was ever found, or will ever be found in the mountains, and gulches, and streams of your mineral State. And could you realize it, young people; could you realize it, every girl and boy here that hears me; could you realize that here, in your heads and your hearts, is lying in every one of you capacities of service for God and man, opportunities of enjoyment, opportunities of a greatness that shall tell on the fathomless future and through the boundless ages of eternity, Oh! how would you value this school, and these teachers, and the city that gives you this free education, and the country that protects you in the enjoyment of it!

This edifice is dedicated to Almighty God. It is dedicated to the domestic, social, and intellectual future of California. It is dedicated to our country, because the cause of freedom, the cause of political and social order, depends more on the training of your minds and hearts than upon any other one thing that could be named. I stand here, then, in the midst of the future of this State, and of this Coast, and I understand we have only the leaders of Young California here to-day; that there are three or four classes whom we have not been able to get up on this high level that you are on. You are on the mountain-top, as it were, and beneath you rest its successive strata of intelligence, promise, and youthful hope. Command the position you occupy, then, and rise a true mountain and temple of God—of holiness, of culture, of domestic fidelity, the jewel in your homes, young women, of cheering and sustaining influences to the other sex, and of docility to your teachers, and reverence for your elders, and those who lead you in sacred and divine things in other places. And may God bless you, and bring us all together in his own good time into his heavenly kingdom, where we shall be held, as you are now, strictly responsible for the manner and course of our lives, and especially for the wasted opportunities of our early days.



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